

THE TEXT-COMPOSITIONAL ARCHITECTURE
OF UNIVERISTY LECTURES: AN
EXPLORATION OF GENRE AND PERIODICITY
IN SPOKEN ACADEMIC DISCOURSE

By

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ABSTRACT

This thesis explores the text-compositional options that are available for the construction of university-style lectures with the aim of providing a preliminary account of the lecture as a type of text or set of types of texts. In doing so, it employs techniques developed by Systemic Functional Linguistics (SFL) to investigate how lectures are structured in terms of “genre” and the related issue of what is termed “hierarchy of periodicity”. It applies these techniques to the analysis of a small selection of university lectures to explore the ways in which, and the degree to which, these texts are structured as genres and the extent to which they are simultaneously structured by waves of foreshadowing and reiteration (or periodicity). By observing such patterns it aims to reach preliminary conclusions as to the text-compositional arrangements of these texts and to propose motivated hypotheses as to how the text-compositional principles and mechanisms identified might be seen as features of lectures more widely.

As to the possible conclusions that might be reached by this type of analysis, this thesis will propose that the principle of hierarchy of periodicity is likely to be an important mechanism for structuring in university lectures, since all of the texts analyzed were found to be structured by waves of foreshadowing and reiteration at varying levels of the discourse. It will also be argued that genre is a key mechanism for structuring in university lectures, although not at a global level. Instead, the notions of “genre complexes” and “complexes of genre complexes” will be proposed as options for structuring lecture texts at higher-levels of discourse structure. This thesis will also demonstrate that, at various points in their development, the four texts are organized into spans that are directed towards interpersonal or organizational objectives, suggesting at least one other text-compositional option by which lectures might be structured. The thesis will conclude by offering some preliminary conclusions as to the core structural properties of lectures as types of texts, in which it will be proposed that lectures, although forms of speech, are structured in ways that are closer to forms of writing and that lectures as a set of texts can be categorized by the extent to which they display or do not display, the text-compositional arrangements of such (written) texts.

DEDICATION

To Mariko

For her steadfast support, patience and encouragement at all times

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1. INTRODUCTION

1.1 Overview and Objectives

This study investigates the textual structure of university-style lectures. Specifically, it seeks to explore the text compositional options that are available for the construction of such lectures and, by such an investigation, to provide a preliminary account of the lecture as a type of text or set of types of texts. As mentioned in earlier modules of this study, no previous explorations of the lecture have provided any systematic account of the text compositional principles by which university lectures are constructed and our knowledge of their textual organization remains limited. A central purpose of the present study, then, is to provide an account of the principles and mechanisms by which large-scale, partially prepared, partially spontaneous texts such as lectures are structured at a textual level. By this type of analysis, it will be possible to provide a description of the lecture similar to that which has been provided for other key texts in the culture, for example, descriptions of the different types of storytelling or the different types of persuasive texts, and so on.

In order to conduct such an investigation, this study employs techniques developed by Systemic Functional Linguistics (SFL) and combines a more traditional “Sydney Genre School” analysis of genre with what is termed a “hierarchy of periodicity” analysis to explore the text-organizational arrangements of lectures as a particular type of communicative event. In considering “genre” this study attends to the overarching communicative objective (or objectives) that the text is oriented towards, and the way in which the text is staged as it pursues this objective. In considering “hierarchy of periodicity”, it attends to the degree to which, and the ways in which, parts of the text foreshadow or preview what is to follow, and the ways in which other parts of the text reiterate, in summary, what has gone before. As demonstrated in module 2 of this study, these two issues can be seen as frequently closely connected, since particular patterns of “periodicity” (i.e. patterns of foreshadowing and reiteration) are typically associated with particular genres and genre structures. By adopting such an approach, then, this study is directed towards investigating how lecture texts might be organized in terms of generic objectives and structures, and how they might be organized in terms of patterns of

foreshadowing and reiteration, with the possibility that particular generic structuring might entail a particular pattern of foreshadowing and reiteration.

1.2 Theoretical Framework

As mentioned above, the approach taken in this study is to bring together two different but interrelated principles, i.e. “genre” and “hierarchy of periodicity”, to provide a preliminary account of the text compositional arrangements of university-style lectures. The decision to explore the issue of how texts are structured as “genres” or ‘staged, goal-oriented social processes’ (see Martin, 1992: 505) seemed an obvious line of enquiry, since the Sydney School approach to genre has been seen as one of the most influential in accounting for how different types of texts which operate in the culture are organized and operate communicatively and because it provides a framework for dealing with the text-compositional principles and mechanisms which operate globally in the types of lengthy spoken texts which form the subject of this study.

Under the Sydney Genre School definition of genre certain texts are seen as staged and conventionalized in their structure, with their stages organized in such a way as to serve a central or dominant overarching communicative purpose. In the Sydney School literature, for instance, genre analyses are frequently directed towards identifying and categorizing “prototypical” or “core” genres that operate in the culture from their overarching communicative functions, i.e. Reporting, Explaining, Describing etc (see for example, Martin and Rose, 2007b or Martin, 1994) and from the ways in which such texts are staged to serve these objectives. In this study, then, the approach was to firstly explore the extent to which university-style lectures could be analyzed as instances of such structures, that is, whether it was possible to identify in university lectures, the types of global staging and purposes identified with prototypical genres in the Sydney School literature. As demonstrated in module 2, however, it would seem that university lectures are realized by genre structures that are more complex in their organization and purpose than the prototypical genres outlined above. In module 2, for instance, the lecture analyzed in that study was found to include multiple layers of genre foreshadowing, in which higher-level genres foreshadowed the development of multiple additional layers of

genre structuring at lower levels of the text. This meant that the lecture in question resembled a “macrogenre”; a term used in the Sydney School literature to refer to larger genres that include one or more embedded core genres which realize stages in their structures. In view of these findings, the approach in the present study was to explore the extent to which university lectures are realized by macrogenres, by core genres or by other types of genre sequences.

In addition to analyzing the text compositional arrangement of lectures from a genre perspective, a second line of enquiry was to consider the related issue of what Martin has termed “periodicity” or the degree to which, and the ways in which, a writer/speaker previews or foreshadows material about to be dealt with and summarizes or revisits material just presented. According to Martin, the informational flow of texts can be understood in terms of “waves” of periodicity with instances of foreshadowing and reiteration forming informational “peaks” that scaffold the development of a text as it unfolds (see Martin, 1993). At lower levels of the discourse these waves of periodicity are realized by what Martin terms “hyperThemes” or clause complexes that function to provide the reader or listener with a guide to what is to come in the text, and “hyperNew” or clause complexes that summarize material presented over preceding spans of the text (see for instance, Martin, 1992). In the same way Martin (1992) proposes the terms “macroTheme” and “MacroNew” to describe even higher-level informational structures that foreshadow or summarize topical material developed over sets of hyperThemes (Ibid). These waves of discourse-level Theme and New, then, operate together to form “hierarchies of periodicity” that provide a mechanism for organizing the informational structure of texts (see for example, Martin, 1993: 251). This principle of textual structuring was observed in module 2 of this study in which hierarchies of periodicity were found to organize the textual development of one university lecture over multiple layers of the discourse, with up to seven layers of structuring identified in total. By attending to these “hierarchies of periodicity”, then, it is possible to describe how a text is structured in terms of the ways in which forthcoming material is foreshadowed, and prior material is reiterated or revisited. In the present study this meant analyzing lecture texts to determine how frequently such foreshadowing and reiteration occurs, at what points in

the lecture's development it occurs and at what level it occurs (where "level" relates to whether a foreshadowing is itself foreshadowed and whether a summarizing reiteration is itself supplied at a later point in the text). By observing such patterns it was possible to reach conclusions as to what might be seen as typical in terms of this "periodic" organization of the texts, and to propose motivated hypotheses as to what may occur more widely in other similar lecture texts.

1.3 Possible Outcomes of the Analyses

As a starting point, the findings of module 2 were referenced to identify those principles and mechanisms of genre and periodicity that might form the subject of further investigations of lectures in the present study. Working from these findings, it was then possible to propose hypotheses as to what types of text-compositional options might be available in lectures more widely. The possible outcomes can be summarized as follows.

Firstly, with respect to "periodicity" arrangements, the analysis of the lecture in module 2 suggests that the principle of multiple foreshadowing is an important resource for structuring lecture texts, since up to seven-layers of such foreshadowing was identified in the lecture analyzed in that study. Secondly, the findings suggest that the patterns of reiteration or "New" are likely to occur less frequently than the patterns of foreshadowing just outlined, as very few instances of "New" phases were identified in the lecture text. Third, it also seems that variation in the depth of foreshadowing is likely to be a feature of other lectures as such variation was a feature of the text analyzed in module 2. In view of these possibilities, the analysis of lectures in this study involved identifying indicators that might lead to these hypotheses being confirmed or rejected.

Secondly, considering the findings of the genre analysis of the lecture in module 2, it is possible to hypothesize that multiple foreshadowing of genres is likely to be a key feature of lectures since the text analyzed in module 2 was found to include, at some points in its development, generic structures that consisted of up to six layers of foreshadowing. The multiple foreshadowing of genres also raises the possibility that lectures might be analyzed as instances of "macrogenres", that is, as sequences of genres (core and macro)

that serve the central purpose of a higher-level genre in which they are embedded. Additionally, as the text of the lecture analyzed in module 2 was found to be organized around sequences of core and macrogenres that varied in their complexity, it seems plausible to propose that complex sequences of genre structures are likely to be a feature of other lecture texts. As with the analysis of periodicity above, the approach taken in this study was to analyze lectures for indicators or counter-indicators that might lead to these hypotheses being confirmed or rejected.

Third, with respect to the interconnections between periodicity and genre, the findings of module 2 suggest that these two issues are likely to be closely connected in the composition of lecture texts, since the patterns of periodicity observed in that lecture were found to be frequently associated with the development of certain types of genres and were a key resource for identifying staging associated with those genres in that study.

1.4 Selection of Lectures

As mentioned above, the findings of module 2 suggested several possibilities as to the text compositional principles and mechanisms of structuring that might be found to operate more widely in university lectures. In the present study, then, an important aim was to explore these possibilities with reference to a wider set of university lectures. For this purpose a selection of lectures was assembled for analysis. However, due to the length of most of these lectures (anywhere from 60 to 90 minutes) and the need to analyze them in substantial detail it was found necessary to limit the selection to a set of just four lectures consisting of two lectures each by two different lecturers. The selection of two lectures each was considered to be sufficient for the purposes of the present study as it provided for the possibility of reaching preliminary conclusions as to whether there are consistencies in the text-compositional arrangements across the lectures of an individual lecturer, that is to say, whether both texts can be seen to be structured in the same way, i.e. by the same text compositional mechanisms. In the same way, the inclusion of lectures from two different lecturers allowed for the possibility of reaching conclusions as to whether there are consistencies in the text compositional arrangements across the lecture texts of different speakers. Consideration was also given to the fact that

the small size of the selection would impose certain limitations on the generalizability of the findings, however, it was thought that sufficient data would be generated from the four texts to provide at least some preliminary conclusions as to the text compositional options which may be more general to lectures as a particular type of communicative event and those which may be more variable between lectures and lecturers.

Consideration was also given to the fact the four lectures were selected from a single academic discipline (Sociology) and that any findings may only apply to lectures operating in this specific context. Due care was taken, then, in using the findings as the basis for proposals about the text structuring principles operating in lectures in different disciplines, especially academic contexts that are outside of Sociology and contexts that are from even more distant subject areas (the physical sciences, for example).

1.5 Overview of the Findings

As for the findings of the lecture analyses, the following will be proposed. Firstly, with respect to patterns of periodicity, each of the four lecture texts was found to be structured via hierarchies of periodicity. At a global level, for example, each text began with an opening “Preview Phase” in which the subsequent broad-scale Thematic organization of the text was foreshadowed and, with one exception, closed with some form of “New” phase that provided a reiteration of prior material. Furthermore, it was found that each lecture text included one or more large-scale “Topic Phases” that were structured as (higher-level) hierarchies of periodicity foreshadowing additional layers of periodic structuring at lower levels of the texts. Considering these findings, this study will propose that “Topic Phases” and “Previews” are basic informational building blocks of such texts and therefore it is useful to hypothesize that they will be found in other university lectures.

The findings also showed that the large-scale Topic Phases mentioned above foreshadowed additional structuring at even lower levels of the discourse. Topic Phases in all four lectures, for example, formed hierarchies of periodicity that extended, in some cases, over seven layers of structure. As multiple foreshadowing was found in all four lectures presented for analysis, it is possible to hypothesize that this type of structuring

may also be a key mechanism for organizing lecture texts more generally. In contrast, however, very few instances of the “New” phases mentioned above were found in the four lectures. These findings support the hypothesis that “New” phases are an “optional” resource in the construction of hierarchies of periodicity in lecture texts and, therefore, the extent to which such texts include New phases will vary from lecture to lecture.

Additionally, the findings showed that the patterns of periodicity mentioned above frequently coincided with the staging of genre structures in each of the four lectures. Thus it was possible, by referencing the periodicity analysis of each lecture, to explore how informational structures were realized by genre structures at different levels of the texts, from high to low. In terms of the findings of the high-level or global analyses of the four lectures, it was not possible to categorize any of the four lectures as instances of genres (either core or macro), because it was not possible to identify either a single, dominant, overarching purpose in any of the lectures or because the anticipated staging of the lecture did not eventuate. Instead, what was found were much more complicated structures that formed what I have chosen to term “genre complexes” and “complexes of genre complexes”. The notion of “genre complexes” was developed for the purpose of this thesis to deal with the ways in which large-scale informational structures such as Topic Phases were realized by sequences of core and macrogenres that do not serve any overarching purposes but rather, served their own individual communicative goals and will be outlined in detail in later chapters. At a global level of structure, each of the four lectures was found to be realized by sequences of such structures, i.e. sequences of genre complexes, hence the use of the term “complexes of genre complexes” to describe the global arrangement of these lectures. In view of these findings, then, it will be proposed that “genre complexes” and “complexes of genre complexes” are key mechanisms for structuring lecture texts and, therefore, they are likely to be features of lectures more widely.

In addition to the structuring mechanisms provided by periodicity and genre, at least one other option for structuring texts was found to be available in the four lectures. All four lectures, for example, were organized at some points in their development into spans that

involved some kind of departure from the substantive content of the lecture and therefore could be analyzed as forms of “digressions” or “interludes”. These spans could be categorized as either primarily ideational in their focus, as in the case of “digressions” (which could be seen as related in some way to the lecture content but departing from previously mentioned topical material) or interpersonal, as in the case of “interludes”. Thus at some points in some lectures, the text was structured via two parallel mechanisms, that is, i.e. via mechanisms that were primarily ideational in their focus or primarily interpersonal in their focus. In view of this finding, it seems useful to propose that “digressions” and “interludes” may be additional options for structuring in lectures more generally.

In addition to the principles and mechanisms of structuring proposed above, key lines of difference could be found in the way that hierarchies of periodicity and genre structures were organized in the four lecture texts. In some Topic Phases in some lectures, for instance, higher-level phases that might function to foreshadow the Thematic or generic development of the text appeared to be “missing”. What this meant was that some Topic Phases came across as less integrated structurally than others. This phenomenon was predominantly a feature of the lectures delivered by Lecturer “B”, pointing to at least one point of consistent difference in the text-compositional methods used by the two lecturers analyzed in this study. Additionally, variation was observed in the way that the opening and closing phases of each lecture were structured. As mentioned above, it was found that all four lectures opened with some form of “Preview” phase, in which the lecturers foreshadowed the organization and purpose of their lectures. In some lectures, this previewing was accomplished via spoken material, i.e. the lecturer foreshadowed the purpose and structure of his lecture via what he said. In other lectures, however, this type of previewing was managed via written material, i.e. via the lecture handout. As will be explained in Chapters 3 and 4, lectures in which a spoken style of previewing were employed came across as more “tightly” structured than those in which the written style was used, as the spoken preview style was more closely integrated into the lecture text than the written. Considering these points of variation, it seems valid to hypothesize that

that variation in the degree of foreshadowing is likely to be a key principle in the way that lectures in general are constructed.

Variation could also be observed at the “other end” of the texts, as seen for example in the text compositional mechanisms employed to bring each lecture to a close. In some lectures, for instance, phases could be identified that functioned as instances of higher-level “New”, i.e. they served to reiterate or summarize material developed over preceding phases of the lecture. In other lectures, however, such mechanisms were not employed. Additionally, it was found that the occurrence of such phases was suggestive of certain types of genre structuring, for example, they were frequently found to form the “Reiteration of Thesis” stage of Exposition genres in all four texts, suggesting that the method of constructing these texts is, in part, “genre-driven”. Such findings support the hypothesis that the same kinds of structuring options will be employed in other lectures, that is, lecturers may or may not choose to close their lecture, or phases of it, with some form of reiteration stage.

In summary, this study will, by conducting a close and detailed analysis of periodicity and genre in the four texts, aim to provide a preliminary account of the text organizational arrangements of university lectures and from the findings, propose hypotheses as to the text compositional options that are likely to be features of lectures more widely. As to what might be proposed in terms of the available text compositional options that may (or may not) be taken up, it will be proposed that the principle of multiple foreshadowing of Thematic material is likely to be an important mechanism for structuring lecture texts, although options are available as to the depth and degree of foreshadowing to be employed at various levels of discourse structure. Secondly, it will be argued that lectures can be analyzed at the broadest level as complexes of genre complexes, rather than as instances of core or macrogenres. In terms of the mechanisms by which these complexes are realized at lower levels of structure, it will be shown that Topic Phases are structured via the principle of genre complexes which are realized by sequences of core and macrogenres. The findings will also show, however, that variation could be observed in the periodic and genre structuring mechanisms employed in each of

the four lectures, as seen for example in the development of New phases and the occurrence of various types of digressions and interludes that intervened in the construction of hierarchies of periodicity and in the staging of certain genre structures.

1.6 Organization of this Module

Considering the aims and objectives outlined above, this thesis will be organized into five parts, as follows:

Chapter 1: Introduction

Chapter 2: Theoretical Background and Methodology

Chapter 3: Findings of the Periodicity Analyses

Chapter 4: Findings of the Genre Analyses

Chapter 5: Conclusion

2. THEORETICAL FOUNDATIONS AND METHODOLOGY

2.1 Overview

This Chapter summarizes the theoretical background to the methodology employed to investigate the text-compositional arrangements of the four texts analyzed in this module. For a more detailed account of the development of this methodology and its application to an actual lecture text, see module 2 of this study. As mentioned in Chapter 1 above, the methodology employed in this module brings together two related analytical approaches to explore the textual structure of university lectures. This involves combining what in the literature has been termed a “hierarchy of periodicity” analysis of the texts with a more traditional Sydney Genre School style of analysis to establish the text-compositional principles by which the four lecture texts are structured. In the following sections, very brief summaries of SFL notions of “periodicity” and “genre” are provided. For more detailed accounts of these terms see module 2, pages 9-28 (for periodicity) and pages 29-50 (for an account of genre). In the first half of this chapter, the notion of periodicity is introduced and examples are provided from the lecture texts to illustrate the methods by which the internal structure of the four lectures were analyzed via the notion of hierarchies of periodicity. The second half of the chapter is set out in the same way but focuses instead on the structural analysis of the four texts from the perspective of genre. The Chapter will conclude with a summary of the proposed methodology before turning to the findings of the periodicity and genre analyses in Chapters 3 and 4.

2.2 Periodicity Analysis of the Lecture Texts

Following the approach outlined in module 2 of this study, the four lecture texts were first analyzed to determine the extent to which they were organized around the patterns of “periodicity” which have been shown in the SFL literature to structure information in texts. As explained in module 2 (see pages 9-10) the notion of periodicity is informed by Halliday’s (1985, 1994) observations on the organization of information in the clause which he explains in terms of the dual systems of “Theme” and given/new “Information” (see Martin, Matthiessen and Painter, 1997: 22 for a discussion of such systems). These clause level systems of Theme/Rheme and Given/New have been used by SFL

researchers to theorize the organization of texts at higher levels of discourse structure. Martin (1993: 247), for example, uses the term “hyperTheme” to describe clause complexes that operate at a discourse level immediately “above” the clause, foreshadowing the subsequent development of “lower” or clause-level Themes in the text. In the same way, the term “hyperNew” is used to describe clause complexes that draw together or “distill” information that has accumulated over preceding clauses. Together hyperThemes and hyperNew give the informational structure of texts a “wave-like” quality, with informational “peaks” coinciding with instances of hyperThemes and hyperNew (see Martin 1993, 1992). For an example of how an actual lecture text is structured via a hierarchy of periodicity, see module 2, section 2.3 (pages 10-18).

As mentioned in module 2, the modeling of informational structures in the ways just outlined also gives rise to the possibility of additional layers of periodicity at even higher levels of discourse structure. Martin (1993), for instance, proposes the terms “macroTheme” and “macroNew” to describe higher-level informational structures that foreshadow the development of hyperThemes and hyperNew (for examples of such structures, see module 2, section 2.4, pages 19-27). In Martin’s model a macroTheme is defined as ‘a clause or combination of clauses predicting one or more hyperThemes’ and a macroNew as ‘a clause or combination of clauses collecting together one or more hyperNews’ (see Martin, 1993: 249). As Martin (1993) points out there is no limit, in theory, to the number of layers of macroTheme and macroNew that can be constructed in texts. He mentions, however, that such layering is less common in spontaneous speech than in writing due to the fact that significantly more attention can be given to planning and editing in written texts than in spontaneous speech.

As the exploration of one university lecture in module 2 showed, hierarchies of periodicity were found to structure the text almost in its entirety, a finding which suggests that lectures, although forms of speech, also display many of the features of writing in their textual organization. It was also found in the same study that macroThemes served to foreshadow the development of topical material over multiple layers of structure, with up to seven layers of foreshadowing possible (see for example, module 2, section 3.2.4,

page 81). In view of this finding and to prevent confusion with the categories of hyper and macroTheme used by Martin and other SFL researchers, additional layers of periodic structuring beyond the level of macroTheme, i.e. at three layers of discourse structure or higher, are referred to as “discourseThemes” (see for instance, module 2 page, 28). In the same way, “New” material that was found to organize the text at three layers of discourse structure or higher is referred to as “discourseNew”. This categorization has been adopted in the present study, with higher-level hierarchies of periodicity explained in terms of hyper, macro and discourseThemes and New.

Example 1 below illustrates this type of patterning, showing a discourseThematic structure identified in the text of one of the lectures analyzed in this study, i.e. Lecture 1 by Lecturer A. In this Example, material in a top-level discourseTheme (highlighted in yellow) foreshadows additional structuring at higher levels of the text. This material is subsequently elaborated via a macroThematic phase (highlighted in green) and three hyperThematic spans (highlighted in blue), which serve as the terminal layer of this structure. Following the conventions adopted in module 2, the text of discourse and macroThemes and discourse and macroNew are shown in SMALL CAPS and hyperThemes in **bold**. Additionally, to facilitate the analysis of the text at clause level, boundaries between clauses are marked by vertical lines (|) and boundaries between hyper, macro and discourseThematic “phases” (described in more detail below) are marked by double vertical lines (||).

	<p>[discourse/macroTheme] BUT THERE ARE THINGS WHICH TIE THE ASIA PACIFIC <i>um</i> TOGETHER OF COURSE </p>
	<p>[macroTheme A] THERE' S COLONIALISM </p>
	<p>[hyperTheme 1] <i>um</i> in the old days in the Seventeenth century both sides of the Pacific the Philippines on one side and <i>um</i> the coast of California on the other right down through Latin America was Spanish the Spanish were sending huge loads of silver over to the Philippines to spend on goods which they were buying from China <i>um</i> in the Seventeenth century the Pacific was called by some people a Spanish lake because the Spanish were on both sides of it </p>
	<p>[hyperTheme 2] and then the French and the British and the Dutch came along and they organized their own colonies as well </p>

[hyperTheme 3]

later on and finally of course the Americans and the Japanese also had colonies in the region ||

[hyperTheme B] **there's been cultural flows *um* world religions languages contemporary Western culture** | *um* the Philippines you know speaks English for historical reasons | many people there used to speak Spanish for the same historical reasons ||

[hyperTheme C]

you've got migration huge numbers of Chinese Indians Europeans all over the region ||

[hyperTheme D]

and of course you've got nowadays flows of capital | American European and Japanese companies are very active in the whole of the Asia Pacific region ||

Example 1: DiscourseThematic phase in Lecture 1

One other feature of the extract shown in Example 1, which will be briefly mentioned here before proceeding, concerns the question of clause complexes that seem to be hyperThematic but which are not elaborated by any additional clause level Themes in subsequent spans of the text. In Example 1 above, at least two instances of this phenomenon can be observed, see for example the clause complexes that form hyperTheme 3 and hyperTheme C (both highlighted in pink above). The issue that is raised here is whether to categorize such clause complexes as hyperThemes or whether to treat them as a continuation of a prior hyper or macroTheme (in which case they would not be seen as hyperThematic). In the present study the approach was to categorize such clause complexes as potential hyperThemes but also to acknowledge that they are not fully developed and therefore they are not, strictly speaking, hyperThematic. Regardless of how such structures are analysed, however, the key point here is that the above span can be seen to involve three levels or instances of foreshadowing, as follows:

discourseTheme: “But there are things which tie the Asia Pacific together of course”

macroTheme: “There’s colonialism.”

hyperTheme: um in the old days in the Seventeenth century both sides of the Pacific the Philippines on one side and um the coast of California on the other right down through Latin America was Spanish

the Spanish were sending huge loads of silver over to the Philippines to spend on goods which they were buying from China um in the Seventeenth century the Pacific was called by some people a Spanish lake because the Spanish were on both sides of it

2.2.1 Identification of Hierarchies of Periodicity

As mentioned above, the approach to identifying hierarchies of periodicity in the four lectures was directed towards exploring the extent to which the texts were realized via patterns of hyper, macro and discourseThemes and hyper, macro and discourseNew at different layers of discourse structure. This involved, firstly, analyzing the texts for any global patterns that might be suggestive of the top-layer hierarchies of periodicity observed in module 2, in which a global “Preview Phase” was found to foreshadow the subsequent development of several broad-scale “Topic Phases” and secondly, exploring the extent to which the text was made up of such patterns of periodicity at lower-levels of discourse structure.

As in module 2 the identification of hierarchies of periodicity was accomplished by analyzing the lecture texts in coordination with each lecturer’s written materials, i.e. the handouts or PowerPoint slides that accompanied the spoken material in each lecture, since both “texts” could be seen as constituting the spoken and written totality of each lecture. As in module 2, slide or handout material from the four lectures was found to be suggestive of potential hyper, macro and discourseThemes in the lecturer’s (spoken) text. In the periodicity analyses, then, the texts were investigated to determine the extent to

which potential Themes and New in the lecturers' written material turned up as hyper, macro or DiscourseThemes/New in the lecturers' spoken texts. In some instances, however, hierarchies or periodicity were identified in the spoken texts that were not anticipated in the lecturers' written materials. As the findings will show, these spans included phases that did not appear to be integral to the periodic structures in which they were embedded and were categorized as "digressions" or "interludes". Thus it was possible that written material could function as hyper, macro or discourseThemes/New, that spoken material only could function as a hyper, macro or discourseTheme/New, or that both written and spoken material could function in this way.

Examples 2 and 3 below illustrate how the methodology just outlined was applied to the lecture texts analyzed in this study. In each case the written material was "lined up" alongside corresponding spans from the transcript of each lecture text using a tabular arrangement. It was then possible to work from left to right in the table, i.e. from the written material on the left to the spoken text on the right, to determine points at which hierarchies of periodicity might possibly develop in the spoken text. For the full comparison of written and spoken material from each text, see Appendices 5-8.

In terms of identifying instances of Thematic foreshadowing in the lecture texts, two different approaches were employed, depending on the type of written material used by the two lecturers. In the lectures delivered by Lecturer A (i.e. Lectures 1 and 2) Power Point slides accompanied the lecturer's spoken material. Example 2 below from Lecture 2 illustrates the method of analyzing these slides, showing slide text in the left column which is organized into three "bullet points", each of which can be seen as potential macro or hyperThemes (see text highlighted in yellow, green and blue in the left column). Moving to the right column, three spans can be observed in the (spoken) lecture text (also highlighted in yellow, green and blue) that correspond to the text of the bullet points on the left. Analyzing these spans more closely, it is possible to categorize the top-most span (highlighted in yellow) as a macroTheme as it foreshadows additional elaboration of how theme parks can be seen as '*big business*'. The spans that follow (highlighted in green and blue) provide further elaboration of this subject by offering examples of Disneyland

in Florida (see green span) and Tokyo (blue span) to illustrate the size of modern-day theme parks. The methodological approach in this case, then, was to firstly investigate the slide text to determine points of possible hyper, macro or discourseThematic development in the texts of Lectures 1 and 2 and then to analyze these in terms of what actually turned up in the lecturer’s spoken text. As mentioned below this approach was not always reliable as material on the slide text was not strongly suggestive of whether a bullet point would turn up in the lecturer’s spoken text as a hyperTheme, macroTheme or discourseTheme.

Slide Text	Lecture Text
[Slide 2] Theme parks • Theme parks are big business as tourist destinations • The world's largest tourist attraction is Disney World in Florida attracting 30m customers a year • The largest attraction in Japan is Tokyo Disneyland attracting 16m customers a year	[#] okay theme parks are obviously big business um the world’s largest tourist attraction is actually [3:00] Disneyland in Florida the only thing that comes anywhere near it is um Las Vegas of course in Nevada (inaudible) this one good [#]it attracts thirty million customers a year um that is huge that is much bigger than many country’s entire international tourism market [–] the largest attraction in Japan is actually Disney as well that’s in Tokyo um Disneyland in Tokyo attracts 16 million customers a year um this is huge Beppu attracts 12 million strangely enough making it probably the second biggest attraction in Japan [la] but I don’t think they spend as much money here as they do in Disneyland

Example 2: Analysis of written and spoken material in Lecture 2

Additionally, the PowerPoint slides used by Lecturer A frequently contained “headline” text located at the top of each slide that was suggestive of higher-level Thematic structuring (see text highlighted in pink in the Example above). As it turned out, however, these “headlines” were not especially sensitive to shifts in phase at lower-levels of the discourse, i.e. at macro and hyperThematic level. Rather, it was found that headline text was more suggestive of broad-scale shifts in topic, for example, at the global or “Topic Phase” level and was thus of limited utility in identifying lower-level Thematic structures in the lectures delivered by Lecturer A.

A second approach to the identification of hierarchies of periodicity is shown in Example 3 below from Lecture 3. As mentioned above, Lecturer B's spoken text was accompanied by printed "handouts" which provided an outline of the "main points" of his lecture. As with the slide text from Lectures 1 and 2, the handout text from Lectures 3 and 4 was "lined up" alongside the lecture text using a tabular arrangement so as to facilitate the identification of hyper, macro and discourse Themes in the spoken text of each lecture. The method of analyzing these texts is demonstrated in Example 3 below in which a "main point" can be identified in the left column (highlighted in yellow), followed by two "sub-points" (highlighted in green and blue). In this case, the organization of the written material is suggestive of some kind of informational hierarchy, with the span highlighted in yellow suggestive of a higher "rank" than the "indented" bullet-points that follow. Moving across to the right-hand column, it is possible to observe that the written material turns up almost word for word in the lecturer's spoken text, with each of the three highlighted spans in the spoken version corresponding to bullet points (also highlighted in yellow, green and blue) in the handout text to the left. As the organization of the handout suggests, the material that turns up in the lecture text is organized into two layers of Thematic structure, with the span highlighted in yellow forming a macroTheme and the spans in green and blue forming hyperThematic "phases".

Handout Text	Lecture Text
<p>□ Let us use one of above classification and group the languages in Asia. This is called "Genetic Classification of Languages". What does this mean?</p> <ul style="list-style-type: none"> • Languages must share some features. • Languages must have a common ancestor. 	<p>so let us use one of the classification like lets use the classification what we say genetic classification of languages now what does this mean </p> <p>this means languages must share some features that is the root word that must be similar like the word for mother must be similar in all those languages if you look at languages there will be some root word same thing like father that is a root word </p> <p>ah and then languages must have a common ancestor somewhere millions of years ago they must have a common ancestor </p>

Example 3: Analysis of written and spoken material in Lecture 3

The term “phase” mentioned above is used here to describe spans of text in which topical material is foreshadowed or previewed in some way by Thematic material and reiterated or revisited via New material at higher-levels of structure. As will be shown, at the top-most level of structure foreshadowing was typically accomplished by way of a “Preview” phase that was subsequently elaborated over one or more broad-scale phases of the text and reiteration via some form of closing phase that functioned as an instance of global discourseNew. At the lowest or terminal layer of structure hyperThematic phases served these foreshadowing functions, with clause-level Themes referencing material from prior hyperThemes. At each level of structure, then, a “phase” was understood to exist as long as lower-level topical material was foreshadowed or reiterated by material in a preceding higher-level phase. Utilizing the approach just outlined, then, spans of text were categorized as “phases” in each of the four lectures.

Returning to the methodology for identifying hierarchies of periodicity, the approach used to identify “Thematic” phases was also employed to identify discourse-level “New” phases in each lecture text. As mentioned above, the term “New” is used to refer to the ways in which information that accumulates over a series of clauses or phases is revisited or reiterated. Example 4 below from Lecture 1 demonstrates how written material was referenced to identify “New” structures in the lecture texts. In the Example below, for instance, material on the slide text in the left or “handout” column is suggestive of potential hyper, macro or discourse Themes in the spoken text (see bullet-points highlighted in green and blue, for example). Moving to the right hand column, the three bullet points from the slide text turn up as higher-level Themes in the spoken text, with the span of text highlighted in green functioning as a macroThematic phase and the spans of text highlighted in blue serving as hyperThematic phases. In this span these hyperThematic phases function to provide examples of how local cultures can be reinvented for the purpose of tourism (see text highlighted in pink for Thematic material in each phase that references this subject).

Slide Text	Lecture Text
<p>[Slide 89] Ethnic relations and the nation state</p> <p>■ Minority culture is also good for tourism, local cultures can be reinvented, performed, and sold to tourists</p> <p>■ All over the Asia Pacific, local cultures have been resurrected for the tourist market</p> <p>■ These cultures claim to be “traditional” but in reality are “invented traditions”</p>	<p>minority cultures are also very good for tourism of course [-] <i>um</i> local cultures can be reinvented they can be performed and they can be sold to tourists </p> <p>all over East Asia you find local groups reinventing traditional songs traditional dances putting on traditional costumes performing them for the tourists and turning this into a new industry just look at the television these days </p> <p>if you look at CNN BBC all the adverts [10:13:00] are for travel these days [la] all the adverts for travel Indonesia Malaysia India they’re all presenting themselves as extraordinarily interesting countries to visit and they are selling their ethnic cultures their ethnic diversities very very clear in the case of Malaysia they’re selling tradition they’re selling their minorities this is becoming their basis for their tourist industry but these cultures are often invented traditions rather than real traditions they’ve been recreated for the tourist market </p>
<p>■ So cultures and ethnic groups are not just static they are changing all the time</p>	<p>so cultures and ethnic groups aren’t static they change all the time </p>

Example 4: Analysis of written and spoken material in Lecture 1

Additionally, it is also possible to observe in the slide text above, a bullet point that is suggestive of “New” information which acts to summarize Thematic material developed over the preceding clause complexes (see text highlighted in yellow and enclosed by a red box in the Example above). As the text in the right column shows, the clause complex in question also turns up in the spoken text and forms, in this case, an instance of macroNew. As the comparison of written and spoken material from each lecture text in Appendices 5-8 show, however, it was found to be the case that written material was more suggestive of Thematic structuring than New in the lecture texts, i.e. New phases were identified in most cases from the lecturers’ spoken texts and not from their written material. This may suggest that these phases are subject to less planning than the Thematic phases mentioned above.

2.2.2 Issues with the Identification of Hierarchies of Periodicity

In addition to the different analytical approaches required to analyze written and spoken material, other features of the lecture texts presented complications for the application of the methodology. These issues, also mentioned in the analysis of the lecture text in module 2, included the phenomenon of “multiple foreshadowing” in which hierarchies of periodicity were elaborated at different layers of structure, and the issue of “digressions” and “interludes” which complicated the analysis of the hierarchies of periodicity in which they were found. Examples of each of these issues are outlined below.

In Example 5 below a span of text is shown from Lecture 2 that elaborates on the subject of “royal palaces” or more specifically, royal palaces that became museums following revolutions in European nations in the 18th and 20th centuries. At the very top of the span a macroThematic Phase can be seen (highlighted in yellow) which foreshadows additional elaboration of the subject of royal palaces. As the text unfolds the theme of ‘*many former royal palaces*’ (underlined in the macroTheme) is elaborated to include palaces in France (which serves as the subject of the following hyperThematic phase 1, see span highlighted in green), palaces in Russia (see phase 2) and large estates in the United Kingdom (see phase 3). What is also found, however, is that phase 3 is macroThematic, that is, material in this phase (highlighted in pink) foreshadows additional elaboration of the estates found in the United Kingdom; a topic that is taken up in subsequent spans with the “British” example elaborated over at least two additional hyperThematic phases (see phases 3A and 3B highlighted in blue below).

[discourse/macroTheme]

WITH THE REVOLUTIONS OF THE 18TH AND 20TH CENTURIES OF COURSE *AH* MANY FORMER ROYAL PALACES BECAME MUSEUMS ||

[hyperTheme 1]

two most famous ones I guess are Versailles in Paris | Versailles was very sad | because at the time of the French revolution the house was re- retained intact [7:00] | but most of the furniture and art work in it disappeared | and was sold off by the French state | *um* the modern French state has been trying to buy these back | and so whenever some of the original furniture from Versailles comes on the market in auctions | *um* the French government is in there bidding trying to get back the furnishings from the original palace ||

[hyperTheme 2]

the other famous example is the Hermitage the winter palace in St. Petersburg in Russia of

course | and at the time of the revolution that was retained more or less intact | they've had to restore some of the rooms | but the art collection basically is still there | it was never sold off by the state | it was retained as a museum ||

[macroTheme 3]

--] MANY OF THESE SITES ARE IN THE UNITED KINGDOM | UM ONE REASON THERE IS THE TAXATION SYSTEM | IF YOU'VE GOT A LOT OF MONEY IN BRITAIN | AND YOU DIE AS IN MANY COUNTRIES A LOT OF THE MONEY THEN GOES TO THE STATE [8:00] | [-] SO THE QUESTION IS WHAT DO YOUR CHILDREN DO IF UM BASICALLY THEY UM INHERIT A VERY LARGE HOUSE AND A VERY LARGE ART COLLECTION | AND THEY HAVE TO GIVE 30 OR 40% OF IT TO THE STATE ||

[hyperTheme 3A]

the answer is there are various deals they can make | one of them is to take a few very famous paintings | if they've got them which are worth millions and millions of dollars | and donate those to the national collections | if the nation- national collections want them ||

[hyperTheme 3B]

the second thing they can do is make an arrangement with the government that they stay living in the house | but the ownership of the house actually passes to the state or one of the para state organizations that runs heritage | and in other words basically it becomes state property | and then the state can open it up as a museum for later generations | a lot of families do this | basically they stay living in the house one part of the house [9:00] | the rest of the house is open to the public as a kind of museum | [-]

[macroNew 3]

SO THE TAXATION SYSTEM IS IN MANY CASES DRIVEN THESE FAMILIES WITH BIG HOUSES LOTS OF ARTWORK TO OPEN THEM UP AS MUSEUMS | AND ACTUALLY HAND THEM OVER TO THE STATE ||

Example 5: Dual functionality of a Thematic structure in Lecture 2

In terms of the structural analysis of the four lecture texts this meant that higher-level Thematic structures could have both discourseThematic and macroThematic functionality. In the Example above, for instance, the macroTheme highlighted in yellow at the top functions simultaneously as a discourseTheme and as a macroTheme in that it points forward to at least one phase that is structured as a macroTheme + hyperThemes (as shown by the structure formed by the top-level macroTheme shown in SMALL CAPS and hyperThematic phases 1 and 2, with hyperThemes highlighted in **bold**) and at least one phase which is constructed as a series of hyperThematic phases (see the structure formed by the macroThematic phase “3” shown in SMALL CAPS and the hyperThematic phases 3A and 3B highlighted in **bold**). As the findings of Chapter 3 will show, this type of dual functionality in higher-level Thematic phases was found to be a feature of all four lectures presented for analysis in this study. Additionally, as it was not always possible to

determine this type of dual functionality from the lecturers' written materials, the lecturers' spoken text was always treated as the primary reference when identifying layers of periodicity in each text.

A second complication for the periodicity analysis can be observed in Example 6 below. In this Example a span of text is shown that does not appear to be integral to the hyperThematic phase in which it is found (see text highlighted in grey), that is, it cannot be seen as referencing any Thematic material from the preceding HyperTheme 2 (see text highlighted in **bold** and in blue and green at the top of this phase).

[macroTheme]
AND AND AH SO YOU FIND AND LETS THINK ABOUT THIS WORLD CUP 2002 | YOU FIND THAT THE WORLD CUP 2002 IS THE FIRST IN MANY MANY CASES ||

[hyperTheme 1]
first of all this is the first time 32 countries are playing in the football match | 32 teams is very very great number of teams | that's why we have so many games everywhere | every stadium that is using that we are using we have three matches being played ||

[hyperTheme 2]
and then you find this {topical Theme} **is the first World Cup for this century** |
many of us {topical Theme} forget that we are in the **21st century** right |
we {topical Theme} forget only when we die |
probably we {topical Theme} will [10:59:00] remember that we died in the **21st century** |
anyway all of us {topical Theme} here are born in the **20th century** |
anybody {topical Theme} born in the **21st century** |
you {topical Theme} must be 2 years old |
and you {topical Theme} must be such a clever person to come to my lecture today |
you {topical Theme} must be very very great |
I {topical Theme} can trust you |
so you find we {topical Theme} all are in the 21st century |
and this {topical Theme} **is the first World Cup** ||

Example 6: Instance of an “interlude” in Lecture 3

Excluding, for example, the indirect form of “you” found in the projecting clause ‘*you find*’ at the beginning of the hyperTheme, the topical Themes of all the clause complexes in this span (highlighted in yellow) reference a more direct form of “you”, indicating a shift in footing on the part of the lecturer across the span in question. It is possible, however, to draw a semantic link between the hyperTheme and clause complexes in this span through the lexical item ‘*century*’ (see text highlighted in pink) which appears in the Rheme of at least four clauses in the span in question. Viewing this span in its entirety, however, it is difficult to see how the clause complexes highlighted in grey might be seen as elaborating on the subject of the World Cup, which forms the central concern of this and the preceding hyper and macroTheme. Tellingly perhaps, the clause ‘*this is the first World Cup*’ embedded in the hyperTheme is repeated at the end of this span (see text highlighted in blue at the very bottom of the example), clearly indicating that the span in question is some form of “interlude” in which the topical development of the lecture is temporarily put on hold while the lecturer attends to other objectives. The issue that such spans raise for the structural analyses of the texts in this module will be discussed in more detail in Chapters 3 and 4.

2.2.3 Methodology for Identifying Hierarchies of Periodicity: Summary

By way of summary, it was possible by application of the methods just outlined, to identify discourse-level hierarchies of periodicity in the lecture texts beginning with the broadest or “global” layer of structure and then working down to the terminal or “hyperThematic” layer. Additionally, it was possible to identify patterns of dual functionality at higher levels of structure and to mark off for later exploration, various spans that did not appear to be integral to the hierarchies of periodicity in which they were found. These and other issues for the periodicity analyses of the texts will be explored in Chapter 3 of this study.

2.3 Genre Analysis of the Lecture Texts

Turning now to the genre analysis of the four texts, the approach employed in this study was to analyze each text for the use of conventionalized genre structures and the way in which, at the same time, these structures were organized around the patterns of

periodicity described above. As outlined in Chapter 1, the methodology for identifying genres in the four lecture texts is informed by SFL accounts of genre, in which genres are seen as ‘staged, goal-oriented social processes’ (see for example, Martin, 1992: 505). As mentioned in module 2 (see section 2.7, pages 29-30), three main traditions of genre analysis were explored to determine their applicability to the present study with an SFL-based approach selected as the most suitable. In short, SFL approaches offer a number of advantages to the analyst in that they provide a systematic framework for exploring the purpose and schematic structure of genres while at the same time permitting the linguistic investigation of genres through the “register” variables of “field”, “tenor” and “mode” (Martin, 1992: 505). Most importantly, perhaps, SFL models of genre provide a framework for analyzing genre in longer texts via the notion of macrogenres (see, for example Martin, 1994; and Martin and Rose, 2007a; 2007b). For these reasons SFL techniques were adopted as the primary framework for analyzing genre in this module.

2.3.1 Modeling Genre in SFL

As explained in module 2, the methodology employed in the present study to explore genre structuring in university lectures is informed by the so-called “Sydney School” approach to genre analysis, in particular early work on the identification of “core” or prototypical genres by researchers such as Callaghan (1989) and Hasan (1985) and later studies by Martin and Rose (2007b), Martin (1993, 1992), Eggins and Slade (1997) Droga and Humphrey (2003) and Feez and Joyce (1998). For a more detailed account of this work and the core genre types identified in the Sydney Genre School literature, see module 2 (especially sections 2.7.2-2.7.4 on pages 31-35). In this module the specific methodology for identifying core genres follows the six-step guide proposed by Eggins and Slade above (see also module 2, page 37, for its application to one lecture text), which can be summarized as follows:

1. Recognizing a chunk of text that is amenable to generic description
2. Defining the social purpose of the chunk and labeling the genre
3. Identifying and differentiating stages within a genre
4. Specifying obligatory and optional stages
5. Devising a structural formula
6. Analyzing the semantic and lexicogrammatical features for each stage of a genre
(Eggins and Slade, 1997: 230-235)

2.3.2 Identification of Prototypical Genres

As Eggins and Slade's approach suggests, the "Sydney Genre School" approach involves identifying prototypical genres firstly from their social purposes, i.e. whether they can be seen as "reporting", "explaining", "persuading" etc. and from their schematic structure, which is seen as staged and conventionalized. In the Sydney Genre School literature, then, a text can be categorized as a genre as long as it is organized in such a way that it can be seen as overarchingly serving a single, dominant communicative purpose. Applying these criteria to the lectures in the present study, spans of text were classified as genres if they were found to display the kinds of overarching purposes and conventionalized structures associated with the genre types found in the Sydney Genre School literature (for a more detailed account of the types of core genres associated with the Sydney Genre School, see Table 1 on pages 34-36 of module 2).

Example 7 below shows an instance of a core genre that was identified in Lecture 1 by Lecturer A. Analyzing this span using Eggins and Slade's criteria (see above) the extract shown below can be viewed as "amenable to generic description" as it is possible to identify some kind of overarching purpose to the span, i.e. it can be seen as providing some kind of definition (highlighted in yellow below) that is elaborated over a number of stages (see text highlighted in green) with each stage serving the overarching purpose by providing additional elaboration of the subject under consideration. Secondly, the span can be analyzed as broadly "Reporting" in that it provides a description of the various ways in which the "Asia Pacific" region can be defined. Third, it is possible to view the top-most span as the "Classification" stage of this Report, in which the phenomenon, in this case the notion of the "Asia Pacific", is identified (see text highlighted in blue). The following spans, then, serve as the "Description" stage of this genre, with each span functioning as one stage of this Description. Finally, it is possible to confirm this analysis by comparing the staging shown below with the periodicity analysis of the text, in which the top-most span can be seen as macroThematic and the three following spans as hyperThematic, with the underlined text of each span serving as the HyperTheme in the Example below.

different authors and different universities define Asia Pacific in different ways depending on their own agendas | but most definitions boil down to these ||

um many people talk about Pacific Asia which they usually mean um East and Southeast Asia | that's to say Japan Korea China and the ASEAN countries | um they're not quite sure what to do with places like Australia and Russia | in fact Russia is by far the biggest of the Pacific Asia countries | much bigger than China | it's about twice the size but | is it a Pacific Asian country | is it Asian or should we think of it as European | nobody really knows what to do about Russia | um same with Australia you see | is it part of Asia | [-] or is it separate ||

um the Pacific rim is also talked about a lot | and that's all the countries around the Pacific | that of course includes um the United States Canada and South America ||

and then of course we've got the Asia Pacific which people talk about | and the definitions of that do change a lot ||

Example 7: Core genre in Lecture 1

The schematic structure of the span shown in Example 7 above is summarized below. To illustrate the interaction between patterns of periodicity and genre in this extract the stages of the genre are shown in red font alongside the corresponding elements of periodic structure (shown in square brackets to the left of each genre stage). As with the periodicity analysis outlined in the preceding section, macroThemes are shown in SMALL CAPS and hyperThemes in **bold**.

[macroTheme] **[Descriptive Report core / Classification]**

DIFFERENT AUTHORS AND DIFFERENT UNIVERSITIES DEFINE ASIA PACIFIC IN DIFFERENT WAYS DEPENDING ON THEIR OWN AGENDAS | BUT MOST DEFINITIONS BOIL DOWN TO THESE ||

[hyperTheme 1] **[Description /Stage 1]**

um many people talk about Pacific Asia which they usually mean um East and Southeast Asia | that's to say Japan Korea China and the ASEAN countries | um they're not quite sure what to do with places like Australia and Russia | in fact Russia is by far the biggest of the Pacific Asia countries | much bigger than China | it's about twice the size but | is it a Pacific Asian country | is it Asian or should we think of it as European | nobody really knows what to do about Russia | um same with Australia you see | is it part of Asia | [-] or is it separate ||

[hyperTheme 2] **[Description /Stage 2]**

um the Pacific rim is also talked about a lot | and that's all the countries around the Pacific | that of course includes um the United States Canada and South America ||

[hyperTheme 3] **[Description /Stage 3]**

and then of course we've got the Asia Pacific which people talk about | and the definitions of that do change a lot ||

Applying the methodology just outlined to another example, this time from Lecture 3, Example 8 below shows a span of text that is suggestive of an overarching purpose (see text highlighted in yellow) in which the subject of issues or “problems” is announced and three other phases or stages that follow this span which provide additional elaboration of these problems (see text highlighted in green). From the top-most span, this extract can be seen as “Explaining” in that it outlines the factors that led to additional problems for FIFA after their decision to adopt a co-hosting arrangement for the 2002 football World Cup (as explained in previous spans). The entire extract, then, can be seen as some form of “Factorial Explanation” genre, with the top-most span serving as the “Outcome”¹ stage (the outcome in this case being that ‘*so many problems came to the front*’, see text highlighted in blue) and the following spans as the “Factor” stage, setting out the reasons why the co-hosting arrangement became problematic. As with the extract shown in Example 7 above, the genre analysis of this span is supported by the findings of the periodicity analysis, with the top-most span classifiable as a macroThematic phase and the three following spans as hyperThematic phases (with hyperThemes underlined in each case).

so in order to avoid all that FIFA decided to give them co hosting | but then after FIFA decided |
so many problems came to the front ||

Japan and Korea are not the same | even though they are neighbors | they have different
languages ||

they have different currencies different money | you cannot of course you can use yen to
buy in the Seoul airport right | but but you cannot use it very much ||

and then they have no history of cooperation between the police and the security and
immigration | all these has to be done ||

Example 8: Core genre in Lecture 3

The generic structure of the span shown above can thus be formulated as follows:

¹ This first stage of Factorial Explanation genres is referred to variously in the Sydney Genre School literature as the “Outcome” stage or sometimes, as the “Phenomenon” stage.

[macroTheme] **[Factorial Explanation core/ Outcome]**

SO IN ORDER TO AVOID ALL THAT FIFA DECIDED TO GIVE THEM CO HOSTING | BUT THEN AFTER FIFA DECIDED | SO MANY PROBLEMS CAME TO THE FRONT ||

[hyperTheme 1] **[Factor / Stage 1]**

Japan and Korea are not the same | even though they are neighbors | they have different languages ||

[hyperTheme 2] **[Factor / Stage 2]**

they have different currencies different money | you cannot of course you can use yen to buy in the Seoul airport right | but but you cannot use it very much ||

[hyperTheme 3] **[Factor / Stage 3]**

and then they have no history of cooperation between the police and the security and immigration | all these has to be done ||

By applying the methods just outlined, then, it was possible to identify and categorize core or prototypical genres in the four lecture texts. The examples just outlined also demonstrate that the genre staging observed in the four lectures frequently (but not always) coincided with the periodic organization of the texts, that is, “peaks” of discourse-level Theme and New were frequently found to frame the stages of the core genres identified in the Sydney Genre School literature. The extent to which patterns of periodicity functioned in this way across the four lectures under consideration will be discussed in more detail in the findings of the genre analyses in Chapter 4.

2.3.3 MacroGenres

In addition to the core genre described above, it was also possible to identify in the four lectures presented for analysis, generic structures that were more complex in the purposes that they served and in the ways in which they were internally structured (i.e. in terms of how their stages were realized). These structures resembled the “macrogenres” mentioned in the SFL literature in which spans of text that can be seen as serving an overarching communicative purpose have one or more core genres embedded somewhere in their structure, usually realizing a single generic stage (see for example, Martin, 1994: 39).

As mentioned in Module 2 (see pages 42-43), the notion of “macrogenre” is now well-established in the SFL literature and macrogenre analyses have been used with some success to investigate the organization of longer and more complex texts; a finding that is of obvious interest to the investigation of lecture texts in the present study. Macrogenre analyses, for example, have been employed to analyze text types as diverse as human-rights reports (see for example, Martin and Rose 2007a or 2007b), interactions between counselors and clients (Muntigl, 2004), doctor-patient interviews (Jordens, 2002), and the locating of classroom discourse within broader educational curriculums (see for example, Christie, 2002). A useful metaphor for the macrogenre is provided by Eggins (2004) who cites the example of a university department’s handbook in which sections with different purposes combine to realize a single overarching objective.

2.3.4 Identification of Macrogenres

As mentioned in Chapter 1, a major focus of the present study is to explore the extent to which the four lecture texts presented for analysis were organized around such structures. As mentioned in that chapter, the methodology employed to analyze macrogenres in this study was adapted from the methods used in module 2. In this module, however, the methodological approach was extended to employ “top-down” and “bottom-up” analyses. This involved, firstly, determining whether a lecture could be seen at a top-most or “global” level as overwhelmingly serving a central or dominant communicative purpose and then, working down through layers of structure, exploring the extent to which a communicatively unified span included one or more genres embedded within its structure. Working “downwards” in this way, it was possible to identify at some point, “terminal” layers of structure, i.e. layers of structure at the lowest level of the text which included embedded core genres. Once the terminal layer had been identified, it was then possible to work from the “bottom-up” to confirm the actual organization and depth of generic patterning across each text. If a span of text was found to consist of at least two core genres interacting in such a way as to serve an overarching purpose, then it was classified as a macrogenre. It followed, then, that spans of text that did not meet these criteria could not be classified as macrogenres. As with the identification of core genres above, the identification of macrogenres was facilitated by the analysis of periodicity in the texts, in

which waves of Theme and New were frequently found to frame macrogenres at different layers of the discourse. The identification of macrogenres in this way is outlined below in an extract from Lecture 2.

In Example 9 below a span of text is shown from Lecture 2 that appears, at first, to unfold as some form of core Report genre. At the top of this span, for example, a “Classification” stage can be seen (see text highlighted in yellow below) in which a phenomenon is identified, in this case ‘*museums which show cultural objects*’ (see text highlighted in pink), followed by two stages that form the “Description”, with each stage providing an example of this type of museum (see text highlighted in green). What is found, however, is that the third example unfolds as some form of core genre which, in its purpose and structure, resembles a Factual Description. In the “Identification” stage the phenomenon in question can be identified as the National Museum of Ethnology or ‘*Minpaku*’ (see text highlighted in grey below) which also forms the subject of the three “Description” stages that follow (see text highlighted in blue below). The entire span, then, can be seen as a more complex structure consisting of a higher-level Report genre or “macrogenre” that is realized by an additional Description genre embedded within, or realizing, one of its stages.

but *um* *ah* what we’ve got though is other museums which show cultural objects and very often these are authentic to the extent that they are actually built by craftsman from the original countries | [-] right *um* these often originate from *ah* various expositions | they’re sort of leftovers ||

a good example being the Osaka exhibition in 1970 | *um* [-] this was one of the major world fairs in the post-war period | and *um* it resulted in quite considerable urban transformation | *um* if you go to Osaka [28:00] | there’s a whole city outside called Suita which is built around this exhibition site | and *um* basically there’s a museum complex still there which dates back to the 1970 expo ||

there’s Expoland which is a funfair which is still quite a popular attraction which also dates back to the expo | and at the center of the site is the National Museum of Ethnology which is the Minzokugaku Hakubutsukan usually known as Minpaku in Japanese ||

um one of the features of Minpaku is that it allows a certain amount of interaction between the visitors and the exhibits | *um* you can actually use a lot of the exhibits you know | they are sort of lying around encouraging you to use them | *um* many of them are actually quite recently made | they’ve been made by craftsmen for the museum *um* basically *ah* from the regions concerned | *um* some

are original cultural artifacts | there's a magnificent collection of West African sculpture again for instance | but *um* many are actually copies or reconstructions [29:00] made by contemporary craftsmen from the regions concerned | *um* Minpaku's actually the major center of anthropological research in Japan | its a very serious research institution indeed ||

they've got about 60 professors on the staff | its a wonderful job | because you don't have to do any teaching | all you have to do is think beautiful thoughts | and write books | *um* they've got a publishing house where you can publish your beautiful books | when you've thought them | so basically their main aim is to do research | organize conferences seminars and of course museum exhibitions ||

there's a post-graduate research school | *um* if any of you want to do masters and doctorates in Japan | Minpaku is a wonderful place to study | because its also got the best library in Japan | its a wonderful library | its very underused | and *um* I've spent many happy hours there writing books on Africa | while I was living in the Osaka and Kyoto area [30:00] ||

Example 9: Macrogenre in Lecture 2

The structure of this macrogenre is summarized below, with the stages of the top-level Report shown in red font and the stages of the embedded Description shown in pink font alongside the hierarchies of periodicity which frame them.

[discourse/macroTheme] **[Genre 1: Descriptive Report *macro* / Classification]**
BUT *UM AH* WHAT WE'VE GOT THOUGH IS OTHER MUSEUMS WHICH SHOW CULTURAL OBJECTS | AND VERY OFTEN THESE ARE AUTHENTIC TO THE EXTENT THAT THEY ARE ACTUALLY BUILT BY CRAFTSMAN FROM THE ORIGINAL COUNTRIES | [-] RIGHT *UM* THESE OFTEN ORIGINATE FROM *AH* VARIOUS EXPOSITIONS | THEY'RE SORT OF LEFTOVERS ||

[hyperTheme] **[Genre 1: Description / Stage 1]**
a good example being the Osaka exhibition in 1970 | *um* [-] this was one of the major world fairs in the post-war period | and *um* it resulted in quite considerable urban transformation | *um* if you go to Osaka [28:00] | there's a whole city outside called Suita which is built around this exhibition site | and *um* basically there's a museum complex still there which dates back to the 1970 expo ||

[macroTheme] **[Genre 1: Description / Stage 2] [Genre 1^A: Factual Description *core* / Identification]** THERE'S EXPOLAND WHICH IS A FUNFAIR WHICH IS STILL QUITE A POPULAR ATTRACTION WHICH ALSO DATES BACK TO THE EXPO || AND AT THE CENTER OF THE SITE IS THE NATIONAL MUSEUM OF ETHNOLOGY WHICH IS THE MINZOKUGAKU HAKUBUTSUKAN USUALLY KNOWN AS MINPAKU IN JAPANESE ||

[hyperTheme] **[Genre 1^A Description / Stage 1]**
***um* one of the features of Minpaku is that it allows a certain amount of interaction between the visitors and the exhibits** | *um* you can actually use a lot of the exhibits you know | they are sort of lying around encouraging you to use them | *um* many of them are actually quite recently made | they've been made by craftsmen

for the museum *um* basically *ah* from the regions concerned | *um* some are original cultural artifacts | there's a magnificent collection of West African sculpture again for instance | but *um* many are actually copies or reconstructions [29:00] made by contemporary craftsmen from the regions concerned | *um* Minpaku's actually the major center of anthropological research in Japan | its a very serious research institution indeed ||

[hyperTheme] **[Genre 1^A Description / Stage 2]**

they've got about 60 professors on the staff | its a wonderful job | because you don't have to do any teaching | all you have to do is think beautiful thoughts | and write books | *um* they've got a publishing house where you can publish your beautiful books | when you've thought them | so basically their main aim is to do research | organize conferences seminars and of course museum exhibitions ||

[hyperTheme] **[Genre 1^A Description / Stage 3]**

there's a post-graduate research school | *um* if any of you want to do masters and doctorates in Japan | Minpaku is a wonderful place to study | because its also got the best library in Japan | its a wonderful library | its very underused | and *um* I've spent many happy hours there writing books on Africa | while I was living in the Osaka and Kyoto area [30:00] ||

In summary, then, the analysis of macrogenres in each of the four lecture texts involved identifying, firstly, potential macrogenres from the periodicity analyses of the texts, i.e. from the patterns of higher-level Theme and New that served to organized the texts into hierarchies of periodicity and then, working “down” through each layer of discourse, identifying the core genres which formed their terminal layer. From this bottom-most layer, it was then possible to “look up” at these structures and determine how each core genre could be seen as serving the overarching purpose of the genre in which it was embedded.

2.3.5 Issues for the Genre Analysis

As outlined above, it was possible to identify smaller-scale spans in each of the four lecture texts that resembled, in their purpose and staging, the core or prototypical genres associated with the Sydney Genre School literature. At a broader level of analysis, then, the identification and categorization of these spans as genres was relatively unproblematic. At finer levels of detail, however, issues arose with the identification of the overarching communicative purpose in some genres and with the “internal” organization of stages within genres. These issues seemed to arise partly due to the mode

of delivery, that is, as a result of the demands that are placed on speakers as they construct their texts in real time, and partly due to the extreme length of the four lectures which generated varied and complex patterns of structuring in each text. Examples of each of these issues are outlined briefly below.

2.3.5.1 Issues with the Identification of Communicative Purpose

Example 10 below shows an extract from Lecture 1 that was difficult to categorize as any one of the Sydney School genres, as the overarching communicative purpose of the span was ambiguous, i.e. it seemed possible to classify this structure as either a Factorial Explanation genre or as some form of Exposition.

[Outcome or Thesis?]
[--] GENERALLY COUNTRIES THAT ARE COLONIES OF OTHER COUNTRIES DON'T EXPERIENCE RAPID ECONOMIC GROWTH *um* COLONIALISM ISN'T GOOD FOR ECONOMIC GROWTH ||

[Factor or Argument?]
in the case of India for instance British colonialism actually destroyed the local cloth industry | India started to grow cotton which | the British turned into cloth | and then sold back to India | so now all the profits were being made by the European countries and not by the local Indians you see [la] | when you do this kind of thing | *um* basically colonies remain rather poor | the rich countries get richer ||

[Factor or Argument?]
um giving example from my own work in the 1960s | I was doing work in West Africa which produced a lot of cocoa [la] | of course that cocoa was being sold to the Europeans who turned it into chocolate and then sent it back to Africa as a luxury food stuff | they made lots of money | the poor little cocoa farmers weren't making much money at all | so these kinds of things happen with colonialism | so the question is how to get round this ||

Example 10: Span of text in Lecture 1 that was difficult to classify as a genre

As mentioned above, on one hand the span in question might be seen as Explaining as material in the opening (see text highlighted in yellow) can be interpreted as realizing the “Outcome” stage of this genre, in this case that ‘*colonialism isn't good for economic growth*’ and the immediately subsequent text (highlighted in green) as providing an explanation of why colonialism is not good via two “Factor” stages. At the same time, however, material in the opening might be interpreted as contentious, suggesting that the

span in question might be staged as some form of Exposition genre with the proposition '*colonialism isn't good for economic growth*' realizing the "Thesis" stage and the subsequent text realizing two "Argument" stages. Whether a span can be categorized as either an Explanation or Exposition genre would seem to depend, then, on the extent to which material is seen as contentious, a choice that is likely to be influenced by the listener's knowledge of the subject matter or his/her judgment of it. Thus the possibility is raised that genres and genre structures might be categorized differently, depending on how they are interpreted by the listener. In the above example, the span in question was categorized as an Explanation as, on balance, material in the Factor stages was consistent with the author's understanding of the effects of colonialism, i.e. that colonialism is indeed bad for economic growth.

2.3.5.2 Issues with Variability in Staging

Example 11 below illustrates a second issue for the identification of genres, showing two Descriptive Report genres from Lectures 2 and 3 that vary in the degree to which they are staged. In each instance, for example, variation can be observed in the length and number of stages that realize each genre. This meant that it was possible for genres of the same type to unfold over very short spans of text and for others to be longer and more developed. This possibility is noted by Martin and Rose (2007b) who suggest that the stages of a genre are relatively stable components of their organization but what they call "phases", i.e. the elements that realize stages, are not. Phases can be seen, for example 'as much more variable, and may be unique to the particular text' (Martin and Rose, 2007b: 102). Kress (1993) argues that even greater variability might be expected in the organization of core genres, i.e. it may be the case that the schematic structures of genres vary according to the social circumstances of the participants involved in their production (see Kress, 1993: 28).

In the extract from Lecture 2 below a Descriptive Report genre is shown in which elaboration of '*magnificent art galleries all around the world*' is foreshadowed (see text highlighted in yellow). As the Example shows, however, the "Description" stage is elaborated over just a single phase (see text highlighted in green). In the second extract

from Lecture 3, a Report genre is shown which describes the “new things” that Havelange (mentioned previously in this text) introduced to football during his tenure as the president of FIFA (see text highlighted in yellow for the “Classification” stage of this genre). As the Example shows, these “enhancements” are elaborated in the “Description” stage over four stages, with two of the stages consisting of single clause complexes. The issue that arises, then, is whether such genres can be seen as “staged” as they are only minimally developed, i.e. by a single stage in the case of the first extract and by “underdeveloped” stages in the second. The same issue could be seen to arise with the identification of macrogenres, i.e. whether it is possible to categorize a span of text as a macrogenre if it includes embedded genres which are only minimally developed in terms of their staging.

[Descriptive Report genre in Lecture 2]

[Descriptive Report *core*/ Classification]

UM SINCE THEN I HAVE TO SAY UM ETHNIC ART FROM ALL ROUND THE WORLD HAS BEEN INCREASINGLY SEEN AS ART AND CULTURE RATHER THAN SOME SORT OF PRIMITIVE CURIOSITY | AND THERE ARE NOW MAGNIFICENT GALLERIES ALL ROUND THE WORLD WITH ETHNIC ART ||

[Description / Stage 1]

if you ever go to Washington | one of the best galleries there is actually the gallery of Asian and African art | its an extraordinary place | its actually buried underground | and *um* its well worth a visit | some of the most beautiful African art I've seen anywhere actually ||

[Descriptive Report genre in Lecture 3]

[Descriptive Report *core*/ Classification]

IT WAS UNDER HIS PRESIDENCY THAT HE INTRODUCED A LOT OF NEW THINGS FOR SOCCER ||

[Description / Stage 1]

he introduced youth championship under 20 ||

[Description / Stage 2]

then *ah* he also that is the youth seventeen | some of you might have played *uh* ||

[Description / Stage 3]

and then he brought a lot of companies to sponsor FIFA ||

[Description / Stage 4]

and he tried to focus on USA and East Asia | so that is why in 1994 United states hosted the World Cup [11:16:00] | and 2002 he wanted Japan to host it ||

Example 11: Variability between Descriptive Report genres in Lectures 2 and 3

The approach taken in this Module was to treat such spans as genres but at the same time to acknowledge that genres are subject to variability, thus allowing for the possibility that core genres and macrogenres may be only minimally developed in their staging. This approach is in line with the findings of Labov and Waletzky's work on genre in which they note that some types of genres, such as Narratives for example, can be realized by single clause complexes (see Labov and Waletzky, 1997: 29, for example).

2.3.5.3 Issues with the Identification of Stages

A third issue that arose for the methodology concerned the identification of stages within genres. In some instances, for example, the identification of stages was complicated by the presence of spans of text that could not be seen as integral to the genre in which they were embedded. Example 12 below shows an Exposition genre that includes, within the text of its third stage, a span that is not clearly foreshadowed by the preceding material and hence might be seen as a new stage or as a stage in a new genre (see text highlighted in grey below). As the Example shows, a shift can be observed in clause-level Themes away from the subject of countries that experienced rapid economic growth (see Themes highlighted in yellow) towards more direct forms of address, as seen by "you" (highlighted in green) in the clause level Themes of the span in question. The issue that is raised, then, is whether this span should be seen as part of the preceding stage or whether it should be treated as a new stage in its own right.

[Thesis]

NOW JUST TO BRING THIS HOME TO YOU HOW BIG THIS ECONOMIC GROWTH HAS BEEN PLACES LIKE KOREA IN THE 1950S WERE POORER THAN MOST COUNTRIES IN WEST AFRICA THIS IS VERY DIFFICULT TO GRASP NOW OKAY ||

[Argument / Stage 1] *

a place like Ghana in west Africa got independence in 1957 |

[Argument / Stage 2] *

what's happened since then is the countries of East Asia have overtaken Africa | they've overtaken most countries in Latin America |

[Argument / Stage 3]

it must be stressed that East Asia has had the most rapid economic growth anyone has ever had | this is the fastest economic growth in human history or America during the industrial revolution | its much faster than economic growth in say Britain or America during the industrial revolution | **Britain** during the industrial revolution was growing at about 3 or 4%

<p>per year Asian countries have experienced a growth of 10% a year for 20 30 years </p> <p>and if you {topical theme} have a pocket calculator </p> <p>just tap in what happens to a number when you multiply it by 1.1 twenty times </p> <p>you'll {topical theme} see it gets bigger and bigger and bigger </p> <p><i>*The full text of stages 1 and 2 is omitted here for the sake or brevity</i></p>
--

Example 12: Span of text that presents an issue for the identification of a genre stage in Lecture 1

The solution to this issue was to broaden the criteria for identifying stages to include lexicogrammatical and semantic features of the text. This approach is broadly consistent with Lewin, Fine and Young's (2001) call for a "multifactorial" approach to the identification of genre stages and with Paltridge's (1994) view that the textual boundaries of genres cannot be determined from single linguistic criteria (see Paltridge, 1994: 289, for example). The span shown in Example 12 above, then, can be seen as part of the preceding hyperThematic phase in that a semantic link can be established between material in the span and material in the preceding clause complexes in the phase. The figure '1.1 twenty times' in the second-to-last clause (highlighted in blue), for example, can be seen as corresponding to 'growth of 10% a year for 20' [years] in the preceding phase (also highlighted in blue) and as broadly elaborating on the subject of 'rapid economic growth' in the preceding HyperTheme (see text highlighted in pink above, for example). Spans of text which could not be seen as referencing Thematic or semantic material from the preceding phase, then, were treated either as new genre stages or as instances of "interludes", a phenomenon that will be explored in more detail in the following chapters.

2.4 Summary of Methodological Framework

By way of summary, the methodological framework employed in this study can be outlined as follows.

1) With respect to the periodicity analyses of the four texts, the approach was to work from the lecturers' written materials to identify patterns of periodicity in the lecturers' spoken text. The analysis was then directed towards identifying the ways in which these patterns formed hierarchies of periodicity or waves of discourse-level Theme and New at

different layers of structure in each text, from high to low. By application of this methodology to the four lecture texts selected for analysis, it was possible to identify the key principles and mechanisms of periodicity by which the texts were constructed. The findings of these analyses are presented in Chapter 3 of this study.

2) With respect to the genre analysis of the four lectures, the approach was to work from the periodicity analysis to identify potential points of generic development in each text and then, to classify, by reference to the Sydney School literature, genres or macrogenres found in the texts according to their overarching communicative purpose and staging. As with the periodicity analyses outlined above, the genre analysis methodology was then applied to the four lecture texts in order to establish the ways in which, and the extent to which, the four lectures were organized via such principles of structuring (i.e. as genres or genre structures). The findings of these analyses are presented in Chapter 4 of this study.

3. FINDINGS OF THE PERIODICITY ANALYSES

3.0 Overview

In this chapter I turn to the findings provided by the methodology outlined in the previous chapter, considering in turn analyses which attend to hierarchies of periodicity at different levels of discourse structure in the four lecture texts. The objective of this investigation is to explore the extent to which the patterns of periodicity identified in the analyses are a general feature of all of the lectures under consideration or only to some of them, and then, to consider the extent to which these patterns are suggestive of the principles and mechanisms of structuring in lectures more generally. Accordingly, the findings of the periodicity analyses are organized into two parts in the following sections, including: 1) an account of the principles and mechanisms by which the four lectures were found to be structured by hierarchies of periodicity at global levels in the texts and; 2) an account of the principles and mechanisms by which the four lectures were found to be structured by such hierarchies at lower levels of the discourse. In each part, key features of periodicity identified in the four texts will be presented, followed by those aspects that were found to vary between all four lectures and/or between the two lecturers. From these findings, hypotheses will then be proposed as to how the principles of structuring identified might be seen as key features of the structure of lectures more generally.

In terms of the findings of the periodicity analyses of the four texts, the following will be proposed:

1) With respect to global organization, it was found that all four texts were structured around “global” hierarchies of periodicity, that is, they were found to open with some form of global “Preview Phase” that foreshadowed the elaboration of topical themes via one or more broad-scale “Topic Phases” and, with one exception, were brought to a close with some form of higher-level “New” in which material introduced in prior phases was revisited and reiterated. It was also found, however, that variation could be observed in the method of foreshadowing employed in each lecture, the sequencing of Topic Phases

in some lectures and in the mechanisms used to revisit and reiterate material in the closing phases of all four lectures.

2) With respect to the organization of the text at lower levels of discourse structure, i.e. within the individual Topic Phases that provided structure to the text beyond the Preview Phases, it was found that similar mechanisms were employed in each lecture to organize the development of topical material. In each Topic Phase, for instance, hierarchies of periodicity were formed from multiple layers of thematic foreshadowing, with anywhere from two to seven layers of such structuring possible. It was also found, however, that the hierarchies of periodicity generated in these lectures were almost always constructed via the principle of foreshadowing rather than via the principle of reiteration. What this meant was that the periodic structures identified in these lectures were almost always formed by hyper, macro and discourse Themes rather than by hyper, macro or discourse New. Additionally, variation could be observed between each lecture in the depth and complexity of Thematic structuring, the degree of Thematic integration within individual Topic Phases and in the types of structuring resources employed to organize each text at the Topic Phase level. Examples of each of these features are presented in the following sections to illustrate the key principles of structuring just outlined.

3.1 Global Patterns of Periodicity

As mentioned above, attention was directed firstly towards exploring the extent to which the four lecture texts were composed of hierarchies of periodicity at a global level. This involved identifying the ways in which the informational structure of the lectures was previewed at the beginning, the extent to which this structure was elaborated as the text unfolded and the ways in which topical material was revisited at the closing. The findings of these analyses are organized into three parts in the following sections, including: 1) an account of the “Preview” phases that were found to structure the opening sequences of each lecture and which provided clues as to the possible broad-scale “periodic” organization of subsequent spans of the text; 2) an account of the broad-scale division of the texts into “Topic Phases”, that is, large-scale phases that followed the Previews and served to organize topical material at varying layers of structure; and 3) an analysis of the

mechanisms by which topical material introduced in preceding phases was revisited, reiterated or summarized at the closing point of each lecture.

3.1 .1 Global Foreshadowing via Preview Phases

At a global level, each of the four lecture texts was found to open with a “Preview Phase” which foreshadowed the subsequent large scale organization of the text into “Topic Phases”. As the findings showed differences could be observed in the way that this foreshadowing was accomplished in each lecture. It was found, for example, that the global informational structure of a text could be previewed by spoken material only, i.e. what was said by the lecturers in their spoken lecture texts, by written material only, i.e. what was presented on their lecture slides or handouts or by a combination of spoken and written material. This meant that at least three different styles of previewing were available, including: 1) a “double” preview style, in which the topical organization of the lecture was previewed in the lecturer’s written and spoken materials; 2) a “single” Preview style, in which the informational structure of the lecture was previewed in the lecturer’s spoken text only and; 3) a “faux” Preview style, in which the informational structure of the lecture was signalled in the lecturer’s spoken text, but the actual organization was found to develop in accordance with topical material previewed on his written slides and handouts. Examples of each type of phase are presented below to illustrate the different mechanisms by which the four lectures were opened and their informational structures previewed.

3.1.1.1 Double Preview Style

Example 13 below shows the text of the Preview Phase in Lecture 1 by Lecturer A in which a “double” preview style can be observed. In this instance, the anticipated topical organization of the lecture is previewed in the lecturer’s written material, in this case his PowerPoint slides (see text highlighted in yellow, green and blue in the left column of the example), and in his spoken material, with topical themes announced on the slides turning up almost word for word in the spoken lecture text (see for example text highlighted in yellow, green and blue in the right column of the example below). One means by which it is possible for a lecturer to start a lecture, then, is by announcing the

broad-scale organization of the lecture by closely referencing, in his/her spoken text, themes that are presented in his/her written material.

1. Slide Text	2. Actual Lecture Text
<p>[Slide 2] 3 main questions</p> <p>■ 1. Why are more and more people talking about the Asia Pacific as a region of study now?</p> <p>■ 2. What is the relationship between different cultures and ethnic groups and the nation state?</p> <p>■ 3. What changes are taking place in the economic structure of the Asia Pacific?</p>	<p>um I'll discuss three main questions really um they may be in a different order from on your paper I've switched them around as I developed the lecture firstly I'll talk about the Asia Pacific in general what is it and why do a lot of people study it these days that's the first question secondly I'll be talking about um ethnicity and the nation state why is ethnicity such an important topic in studying the Asia Pacific and thirdly I'll look at the economic structure of the Asia Pacific why has it developed so fast and what changes are taking place nowadays </p>

Example 13: Analysis of slide text and (spoken) lecture text in the Preview Phase of Lecture 1

Example 13 above also shows that, in the case of Lecture 1, at least three broad-scale “Topic Phases” seem to be foreshadowed for the lecture as a whole, with each Topic Phase organized around one of the topical themes announced in the Preview, - see for example the material highlighted in yellow, green and blue in the Example above. In this instance the opening seems to be foreshadowing that subsequent Topic Phases will take the form of a general introduction to the Asia Pacific (as Topic Phase A), followed in turn by a discussion of ethnicity and the nation state (as Topic Phase B) and the economic structure of the Asia Pacific (as Topic Phase C).

3.1.1.2 Single Preview Style

Example 14 below illustrates a slightly different approach to starting a lecture showing a “single” preview style from Lecture 2 by Lecturer A. As Example 14 shows, two possible options as to the subsequent organization of Lecture 2 are presented by the lecturer at the start of his lecture, with one option suggested by the text on his PowerPoint slides, and the other by material announced in his spoken text. As the text highlighted in blue in the left column of Example 14 shows, the lecture might be expected to unfold over at least two broad-scale Topic Phases, with the first phase elaborating on ‘*theme parks and fantasy*’ and the second elaborating on the subject of ‘*culture and tourism*’. In contrast to

Lecture 1, however, neither of these topical themes is previewed in the lecturer's spoken text. Instead, the lecturer announces that he intends to talk about the '*origins of the theme park*', as shown by text highlighted in yellow in the right column of the example, and '*the impact of Disney*' (see text highlighted in green). Additionally, the text in Example 14 shows that the lecturer began talking before putting up the first slide, i.e. he said everything in the top-most row, then showed his first slide (i.e. '*Theme Parks and Fantasy*'), indicating that the spoken material is in some way being given priority in terms of how the lecture opens. In this Example, then, a different approach to starting the lecture can be observed, i.e. one in which the thematic organization of the lecture is previewed only in the lecturer's spoken material. This finding also shows that, in the case of Lectures 1 and 2, the lecturer in question (Lecturer A) employs different approaches in the way that he begins his lecture and previews the subsequent organization of his lecture text.

1. Slide Text	2. Actual Lecture Text
	I've found actually I've got an enormous amount about Disney so I've put up a whole bunch of articles into the folder for anyone who wants to follow this up its probably enough for you to write a research report or a research essay on there <i>um</i> and quite interesting <i>ah</i> both about the theme park but also about Disney's business organization also some of the individual films if you are a film fan a couple of articles on Fantasia for instance <i>um</i> but today I'll talk mainly about the origins of the theme park and the traditions it draws on and then talk about the impact that Disney's had on the theme park world <i>um</i> this is rather slow starting up today [#] [1:00] <i>oh</i> its come up [#] I think its coming up [#] I think we should throw out all this lot and bring in MacIntoshes [la] that's heresy I know [la] this is very very slow today [#] <i>um</i> [#] basically I'll be tracing back the origins of theme parks [2:00] to a number of different things expositions in the 19 th century museums of course funfairs the seaside tourism and <i>um</i> other influences and so on [--] this has finally appeared [PC sound] <i>oops</i> it didn't like that (inaudible) something disappeared (inaudible) [#] okay <i>ah</i> [#] come here [#] right here we go
[Slide 1] Theme parks and fantasy Culture and tourism	
[Slide 2]	[#] okay theme parks are obviously big business <i>um</i> the

<p>Theme parks</p> <ul style="list-style-type: none"> • Theme parks are big business as tourist destinations • The world's largest tourist attraction is Disney World in Florida attracting 30m customers a year • The largest attraction in Japan is Tokyo Disneyland attracting 16m customers a year 	<p>world's largest tourist attraction is actually [3:00] Disneyland in Florida the only thing that comes anywhere near it is <i>um</i> Las Vegas of course in Nevada (inaudible) this one good [#]it attracts thirty million customers a year <i>um</i> that is huge that is much bigger than many country's entire international tourism market [--] the largest attraction in Japan is actually Disney as well that's in Tokyo <i>um</i> Disneyland in Tokyo attracts 16 million customers a year <i>um</i> this is huge Beppu attracts 12 million strangely enough making it probably the second biggest attraction in Japan [la] but I don't think they spend as much money here as they do in Disneyland </p>
---	--

Example 14: Analysis of slide text and lecture (spoken) text in the Preview Phase of Lecture 2

3.1.1.3 Faux Preview Style

The third style of Preview observed in the four lectures is referred to here as a “faux” Preview, as what the lecturer said in his spoken text does not match or only partially matches with the actual topical development of the lecture. Examples 15 and 16 below from Lecture 3 by Lecturer B illustrate this style of opening. Example 15 shows the Preview Phase from the lecturer's spoken text in Lecture 3 and Example 16 shows the structure of this lecture as previewed on the lecturer's handout. In this instance the global organization of the lecture appears to be foreshadowed on the lecturer's handout (see the section entitled ‘*structure of the lecture*’ outlined in yellow at the top of Example 16), yet the lecturer makes no reference to this organization in his actual lecture text (see text highlighted in yellow and green in Example 15 below). Instead, he announces that an explanation of ‘*what is this world cup all about*’ might be expected (see text highlighted in yellow in the right hand column of Example 15) or possibly a description of football, as seen in ‘*this lecture is to make you get aware of football*’ (see text highlighted in green). These topical previews are also followed by interactive “moments” in which the lecturer addresses the audience more directly and attempts to relate topical themes to more immediate “here and now” aspects of the lecture. This shift in footing can be observed at the clause level, with the lecturer adopting an interactive form of “you” to address his audience in this way (see text highlighted in pink, for example). What these findings show is that the first phase may not be intended to perform and does not seem to perform a “previewing” function at all. Instead the opening phase seems to act (and is

likely to be seen by the audience) as some form of “warm up” or interpersonal “preamble”. This analysis appears to be confirmed by the lecturer when, after finishing this “warm up”, he offers ‘*let me start with the introduction*’, which can be seen as a clear indication that the preceding phase was not an actual “introduction”.

1. Outline Text	2. Actual Lecture Text
	<p>[#] okay this is the lecture today lets see [#] okay ah this is the lecture today let’s see [#] okay today’s cup ah today’s world today’s t- lecture is the most interesting thing I know many of us [-] not me many of us in this lecture theatre may not understand what is this World Cup all about [10:44:00] why are countries making so much noise about it and especially girls would think why are these boys so very stupid about this one ball being chased by 22 men I know some of you don’t know how many men are in the field also you only see a lot of people making noise in the stadium but you don’t know how to count how many people are playing alright so there are 22 people normally who will chase after the ball sometimes the referee sends out many people for fighting with each other then you have less people but generally you need eleven people per team so if any of you have never heard of football in your life this lecture is to make you get aware of football so you find that this FIFA World Cup Korea Japan that’s the thing you see everywhere you travel in Beppu you will see the banner like this right on the road side sometimes you buy things now ah ah ah you find 2002 FIFA World Cup Korea Japan [10:45:00] is written there Korea is in blue color Japan is in red color does the color have any meaning you must understand but of course yeah I put everybody red because you are all united by the same blood color red red red color right is there anybody who has blue color blood [la] or green color blood I think all of us have red color blood okay so I am just going to go over this </p>
<p>[1. Introduction] ✱ FIFA - Federation International de Football Association.</p> <ul style="list-style-type: none"> ○ First meeting in 1904. ○ Seven member countries – Belgium, Denmark, France, Holland, Spain, Sweden and Switzerland. ○ First FIFA meet held together 	<p>let me start with the introduction then there are some things I haven’t put in your lecture outline so you have to listen carefully okay now football is one of the most interesting games in the world what does FIFA stands for it is actually a French word right it simply means Federation of International Football Association if you put it on if you want to put it in English you can call it Federation of International Football or International Federation of Football Associations but this is a French word so if somebody asks you what is FIFA you should know what FIFA stands for [10:46:00] FIFA you cannot say I don’t know but anyway I am not going to ask in the exam what is FIFA alright that is not the thing</p>

<p>with Olympics in 1924.</p> <ul style="list-style-type: none"> o Launched a four-yearly ‘World Cup’. o First World Cup in Uruguay in 1930. o 1998 – 16th World Cup in France. 	<p> now I want to tell a brief history of how this World Cup came about now some people at the beginning of last century liked football very much so they decided to get together they held the first meeting in Paris I hope you all know wh- where is Paris in Nihongo we call it Pari alright Paris so in Paris they met in 1904 </p>
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Example 15: Analysis of slide text and lecture (spoken) text in the Preview Phase of Lecture 3

LANGUAGES AND CULTURES OF THE ASIA PACIFIC

Lecture 8

The 2002 FIFA World Cup Korea-Japan.

Professor A. M.

Structure of Lecture.

- 1. Introduction.**
- 2. Why co-host the World Cup?**
- 3. Nationalism(s).**
- 4. Conclusion.**

1. Introduction.

✳ **FIFA - Federation International de Football Association.**

- o **First meeting in 1904.**

Example 16: Sample of outline text from Lecture 3

A second example of the “faux” Preview style, this time taken from Lecture 4 by Lecturer B, is provided in Examples 17 and 18 below. In this instance, the Thematic

organization of the lecture is previewed in the lecturer's written material and, to a lesser extent, in his spoken material. As Example 17 below shows, there is no clear match between the structural outline of the lecture as presented on the handout (see text highlighted in yellow in Example 16 below) and the span of text identified as the Preview Phase in the lecture text. At least one topical element, however, shows up in both the lecture text and the handout, - see for example the reference to '*Language Diversity in Asia*' in Examples 17 and 18 below (highlighted in green). In the case of Lecture 4, then, some overlap can be observed between the written and spoken Previews of the text. As the findings show, however, the lecturer's written materials would appear to be the primary reference for the subsequent broad-scale development of the text, with the lecture text unfolding in accordance with the five "topics" previewed on his handout.

RITSUMEIKAN ASIA PACIFIC UNIVERSITY

LANGUAGES AND CULTURES OF THE ASIA PACIFIC

LANGUAGES & SOCIETIES

OUTLINE OF LECTURE 4

[IMPORTANT NOTICE : Please download TERM PAPER file and fill it up. Give it to me at the next Lecture.]

Professor A.M.

Lecture outline

1. Introduction.

2. Language Diversity in Asia.

3. Languages and their Functions in Society.

4. Making 'Nations' through language planning.

5. Conclusion.

Introduction

<p>Language and Culture are related in 2 ways:</p> <p>Language is a part of culture.</p> <p>Language is a vehicle of culture.</p>

Example 17: Sample of outline text from Lecture 4

1. Outline Text	2. Actual Lecture Text
[Lecture Preview]	ah today we are going to talk on a very interesting topic many of you ah who are born and brought up in Japan for you this will be a very very new topic because ah you'll not understand that how do people live with so many languages in their country and sometimes in one family people can talk many languages and coming from different language background so today we are going to talk about the language diversity in the Asia Pacific and how people are trying to solve this problem
<p>[I. Introduction]</p> <p>❖ Language and Culture are related in 2 ways:</p> <p>➤ Language is a part of culture.</p>	<p>[-] now many of us never think about language until this lecture we find that language and culture are very very related in fact you cannot be a human being if you don't have a language [-] that doesn't mean people who cannot speak [10:41:00] don't use a language ...</p>

Example 18: Analysis of slide text and lecture (spoken) text in the Preview Phase of Lecture 4

3.1.1.4 Preview Phases: Summary of Findings

Considering the examples presented above, what conclusions might be drawn about the principles and mechanisms by which the informational structure of lectures is foreshadowed at a global level? Firstly, it would seem that one of the text-compositional options that is available to lecturers is to provide, at the beginning, some form of outline of what is to come by way of a “Preview” phase in which the subsequent broad-scale topical organization of the text is announced and foreshadowed. Therefore it seems useful to propose that Preview Phases are likely to be a general feature of lectures more widely. As the examples above show, however, the method of previewing may differ between lecturers and from one lecture to the next. On the basis of these findings, it is possible to hypothesize that at least three (or possibly four) arrangements for previewing the global thematic structure of a text are possible, including: 1) previewing the organization of a

lecture via spoken materials only; 2) via written materials only or; 3) via a combination of spoken and written material. Additionally, it is possible to propose that Previews might be preceded by some form of interpersonal “warm up” or preamble (as exemplified in Lectures 3 and 4) in which the audience is directly addressed and some attempt is made to connect the topic directly with the audience’s lives, experience or knowledge. These findings, then, support the hypothesis that at least four options might be available for organizing the opening phases of university-style lectures. The findings also suggest that the degree of foreshadowing in a lecture might be understood in terms of a “cline” with maximal foreshadowing occurring when a lecturer references the organization of his/her lecture in both his/her spoken text and minimal foreshadowing occurring when the lecturer makes no reference to the organization of the lecture in his/her spoken text (the lecturer’s spoken text in this case constituting the core of his/her lecture). Additionally, the degree of foreshadowing may be enhanced by the provision of written materials, either in the form of electronic media such as PowerPoint or by the more traditional paper “handout”. It would seem, however, that if a student were not to attend to the lecturer’s written materials then he/she would have to rely solely on the lecturer’s speech for a preview of what is to come in the lecture.

Secondly, the findings just outlined indicate that opening Preview Phases can serve as mechanisms for foreshadowing more than one method of structuring in lectures. In Lectures 1 and 2 by Lecturer A and in Lecture 3 by Lecturer B, topical material in the Preview Phases was also found to be suggestive of the possible genre structure of each text. It would seem possible to propose from these findings, then, that Preview Phases can have dual or multiple functionality, foreshadowing one or more patterns of structuring simultaneously. The extent to which Previews display this dual functionality, however, would appear to vary between lecturers and from one lecture to the next. As the examples presented above suggest, for instance, Preview Phases can be “fully” developed, i.e. they may foreshadow the possible periodic and genre structure of a text, or they may be only “partially” developed, foreshadowing the broad-scale organization by way of a single structuring resource.

Another finding that is worthy of note is that, in at least one lecture, material in the Preview is suggestive of the periodic and generic organization of the text at lower levels of structure. In Lecture 2 by Lecturer A, for instance, references to '*expositions in the 19th century*', '*funfairs*', '*seaside tourism*', and '*other influences*', suggest that Topic Phase A might be organized thematically into four parts, with each part elaborating in some way on the '*origins of theme parks*'. Additionally, these topical indicators are also suggestive of certain types of generic patterning within this Topic Phase. These seem to foreshadow, for example, that each of the four "topics" mentioned above, i.e. '*expositions in the 19th century*', '*funfairs*', '*seaside tourism*', and '*other influences*', might unfold as "Description" or "Explanation" genres. What this suggests is that the extent to which a Preview Phase is developed may also depend on the depth to which the structural organization of the lecture is foreshadowed. These findings support the hypothesis, then, that some lectures will open with "highly developed" Preview Phases that foreshadow multiple types and layers of periodicity and others with only "minimally developed" Previews which provide little or no indication as to the subsequent organization and depth of structure of the text to come.

One other notable feature of the Preview Phases presented above concerns the way in which an interpersonal focus is introduced in some Previews. In Lectures 3 and 4 by Lecturer B, for instance, the foreshadowing of thematic material is followed by spans of text that are interpersonally oriented, i.e. the lecturer adopts a more interactive stance with regard to his audience, perhaps to attract their attention to the subject being presented. This means that in addition to the foreshadowing of patterns of periodicity described above, at least one other mechanism might be employed to structure the opening of lectures; one in which the "content" of the lecture is put on hold while the text turns to developing "here-and-now" relations between lecturer and audience. As the analyses of the four lectures showed, the use of interpersonal resources in this way is predominantly a feature of the lectures delivered by Lecturer B. Thus it is also possible to identify one consistent difference in style between the two lecturers as their lectures unfold, i.e. Lecturer B attends to interpersonal objectives more frequently than Lecturer A.

3.1.2 Global Structuring via Topic Phases

Turning now to the ways in which topical material foreshadowed in the Preview Phases was elaborated over subsequent spans of the text, the findings show that all higher-level themes foreshadowed in the Preview Phases of each lecture were elaborated via large scale “Topic Phases”. Figure 1 below illustrates this principle of structuring, showing the broad-scale organization of Lecture 2 by Lecturer A. In Lecture 2, for instance, the two major themes foreshadowed in the Preview, i.e. ‘*origins of the theme park*’ and ‘*impact of Disney on theme parks*’ (see shape highlighted in yellow below), turn up as the subject of the two broad-scale Topic Phases that follow (see Topic Phase A highlighted in green and Topic Phase B highlighted in blue). At a global level, then, each text was organized Thematically into a top layer of structure provided by the Preview and at least one layer of elaboration provided by the Topic Phases. Based on these findings it would seem valid to propose that Thematic foreshadowing is a key principle in the construction of global hierarchies of periodicity in the four texts and, therefore, it is likely to be a common resource for structuring in other similar lecture texts.

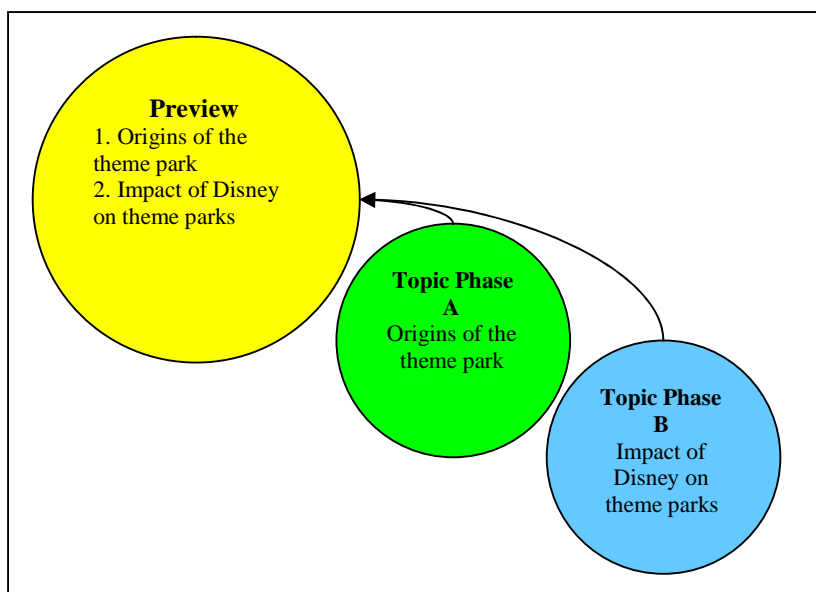


Figure 1: Global phase development in Lecture 2

3.1.2.1 Sequencing of Topic Phases

Beyond the Preview Phase all four lectures were found to be composed of broad-scale Topic Phases that were foreshadowed by higher-level Thematic material in their Previews. In one lecture, however, variation could be observed in the sequencing of themes as foreshadowed in the Preview and the sequencing of the Topic Phases that actually developed over subsequent spans of the text. What this suggests is that at least two options are available for organizing the broad-scale topical development of a lecture, including: 1) “fixed” sequences in which Topic Phases unfold in the order foreshadowed in the Preview Phase and; 2) “variable” sequences in which Topic Phases unfold in an order that is different to that foreshadowed in the Preview. Examples of fixed and variable sequences are presented below to illustrate these options.

3.1.2.2 Fixed Sequences in the Structuring of Topic Phases

Figure 2 below shows an instance of a “fixed” sequence from Lecture 2 by Lecturer A, in which Topic Phases unfold in the order foreshadowed in the Preview. As the Figure shows, the two higher-level themes foreshadowed in the Preview are elaborated in the sequence outlined in the Preview, that is, the theme of ‘*origins of the theme parks*’ forms the overarching concern of the first Topic Phase (A) and the theme of ‘*impact of Disney on theme parks*’, forms the subject of the second Topic Phases (B).

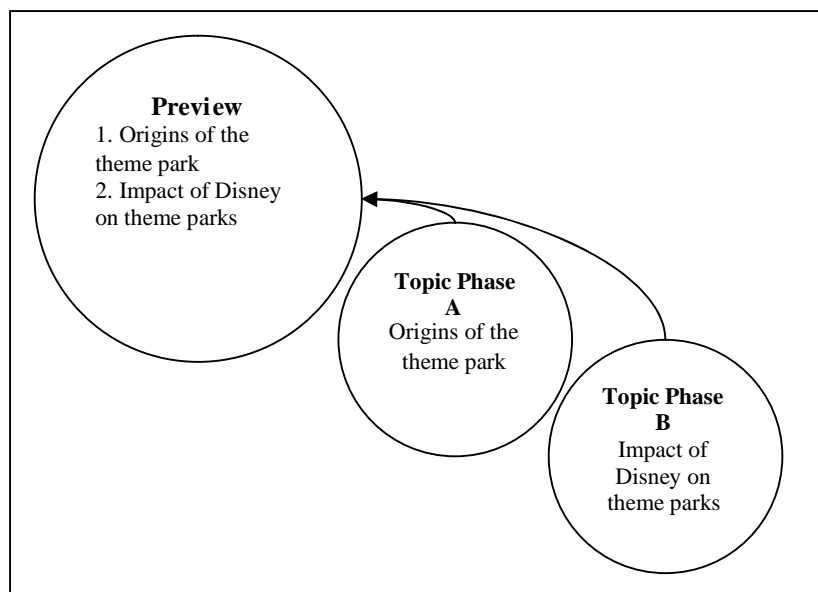


Figure 2: Global phase development in Lecture 2

A second example of “fixed” structuring is shown in Figure 3 below (see following page) from Lecture 3 by Lecturer B, in which four Topic Phases turn up in the sequence foreshadowed in the Preview. As mentioned above, the foreshadowing of these Phases is closer to the organization announced in the lecturer’s written materials than to the organization suggested in his spoken text. It could be argued, however, that the actual patterns of global structuring identified in Lecture 3 are not inconsistent with the broad-scale themes announced in the lecturer’s spoken text i.e. ‘*what is the world cup all about*’ and ‘*this lecture is to make you get aware of football*’. The phase labelled as “Introduction” (shown in Topic Phase A) and for that matter, the other two phases that develop over Topics B and C, can broadly be seen as elaborating on the subject of the football world cup. Topic Phase B, for example, concerned with the co-hosting of the world cup, can be seen as elaborating on the subject of ‘*what is the world cup all about*’ and all four phases can be seen as making the audience ‘*aware of football*’. Thus it is possible to establish some overlap between the spoken and written previews, although some effort would be required on the part of the audience to make such a connection.

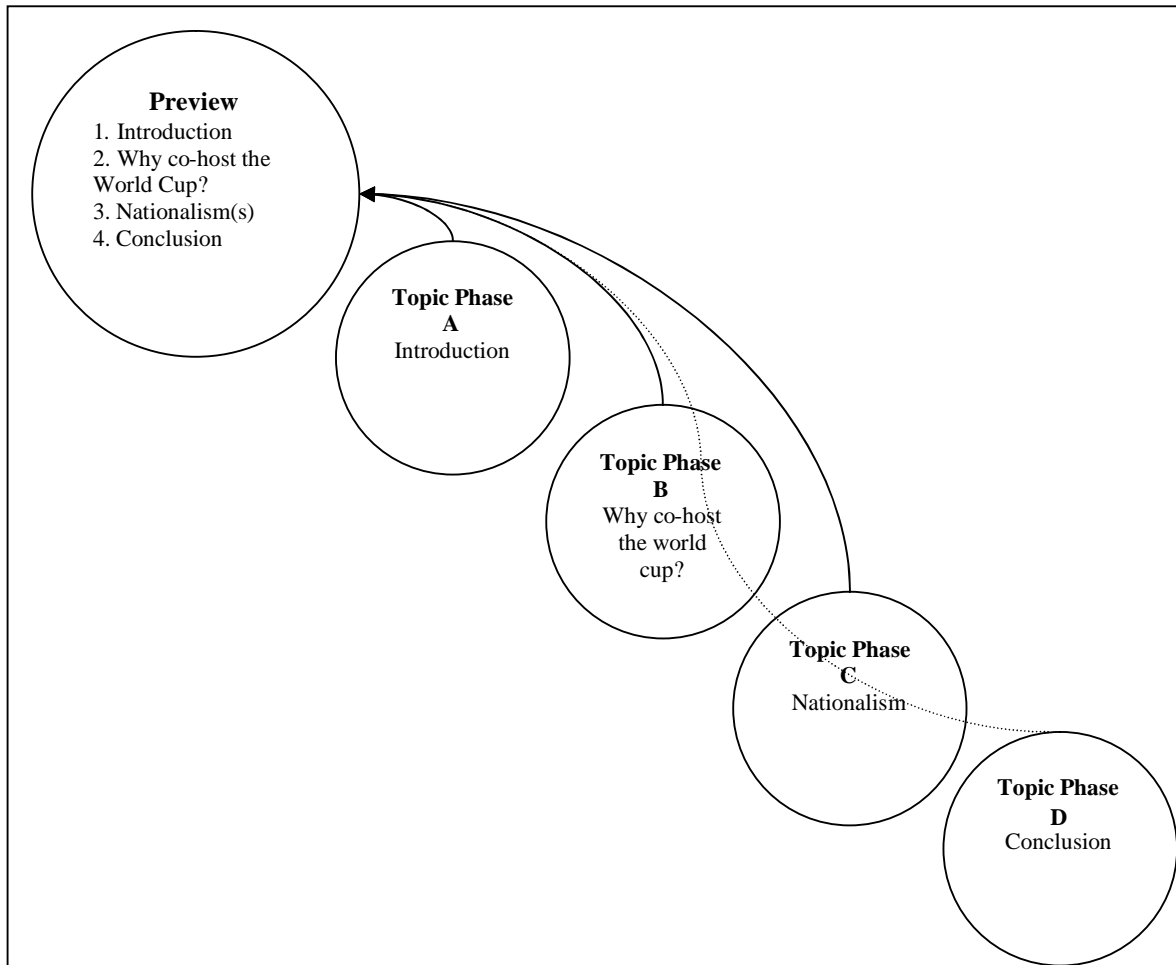


Figure 3: Global phase development in Lecture 3

3.1.2.3 Variable Sequences in the Structuring of Topic Phases

Figure 4 below provides an example of a more variable arrangement in the sequencing of Topic Phases, showing the pattern of Topic Phase development in Lecture 1 by Lecturer A. In this instance, the lecturer chose to reverse the order of Topic Phases 2 and 3, i.e. the subject of “economic structure” was found to precede the discussion of “ethnicity” in the actual lecture text. While this type of structuring was found to be a feature of Lecture 1 only, it demonstrates an additional mechanism by which lectures can be structured Thematically at global level, i.e. one in which Topic Phases are organized in a non-linear, “satellite” type arrangement around a “nuclear” core (in this case the Preview). Figure 4 also shows that Lecture 1 was brought to a close by a Coda in which the lecturer returns the audience to the objectives announced in the Preview by summarizing the main points

developed over the preceding Phases. The options for closing the lecture via such mechanisms will be discussed in more detail below.

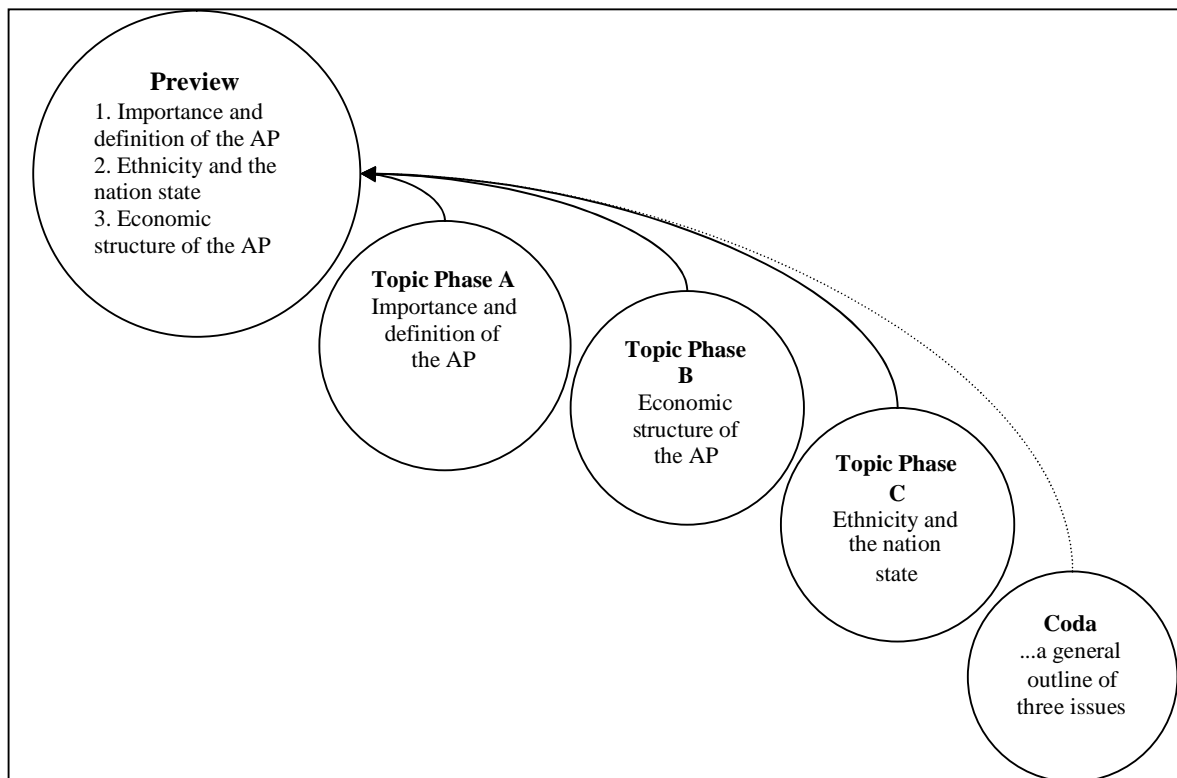


Figure 4: Global phase development in Lecture 1

3.1.3 Global Structuring via Reiteration Phases

In addition to the principle of Thematic foreshadowing mentioned above, at least one other mechanism for global structuring could be observed in the lectures presented for analysis. In three out of the four lectures analysed in this study, for example, high-level phases were identified that functioned as instances of global “New”, that is, they could be seen as reaching back and reiterating, by way of summary, topical material that was developed over preceding phases. In some cases, these phases were only briefly elaborated, that is, they consisted of only a few clause complexes and, in others, they were more developed, extending over longer spans of the text. In terms of global patterns of periodicity, then, some of the lectures analyzed were structured by hierarchies of periodicity consisting of waves of discourse-level Theme and New (as seen in Lectures 1,

3 and 4) or only discourse-level Themes (as seen in Lecture 2). This finding points to at least two possible options for closing a lecture, i.e. by reiterating or summarizing what has come before or by employing no form of reiteration/summary at all. Examples of reiteration phases observed in the lectures are shown below.

3.1.3.1 Reiteration via Shorter Phases

Figure 5 below illustrates one of the mechanisms employed in the four lectures to provide a reiteration of material presented in preceding phases of the text, showing the global structure of Lecture 1 by Lecture A. In this instance, the three broad-scale Topic Phases that served to organized the development of the text after the Preview were followed by a Coda (highlighted in yellow) in which the lecturer returns the audience to the objectives announced in the Preview (for a full analysis of this Coda, see Appendix 9). In this way the Coda functions as an instance of higher-level “New”, summarizing and reiterating meanings that were developed over preceding phases of the lecture.

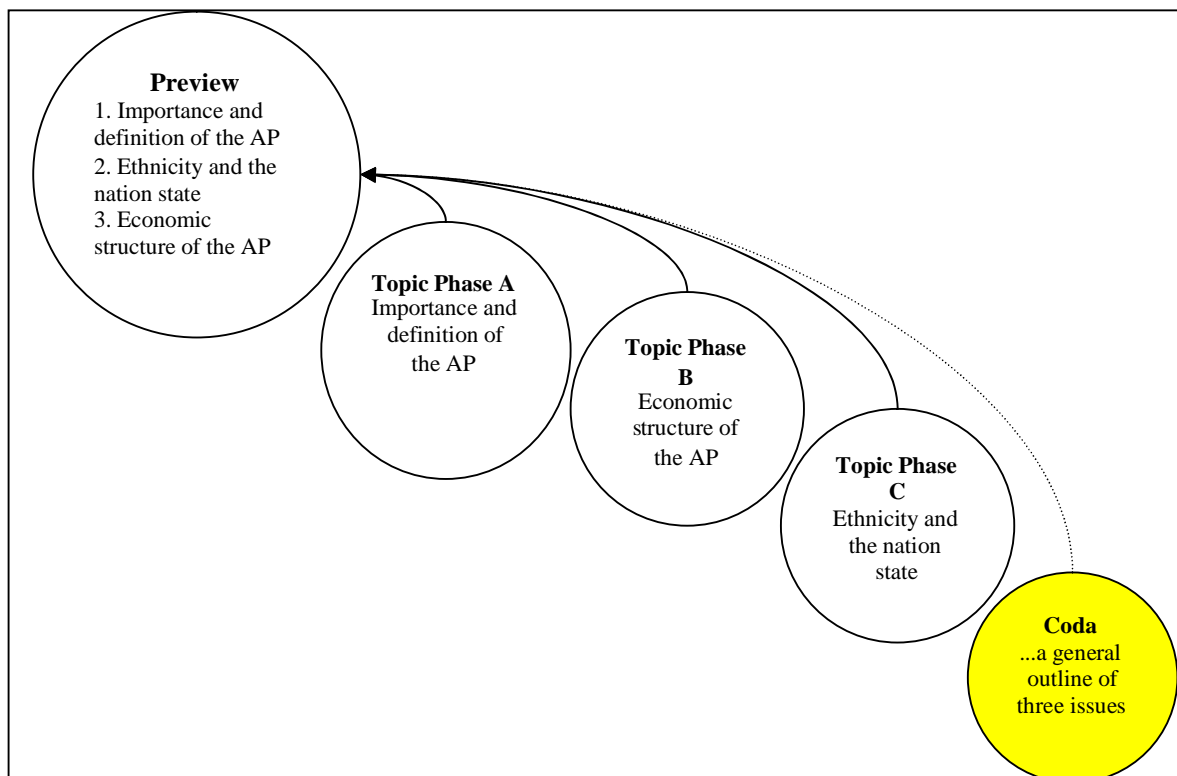


Figure 5: Global phase development in Lecture 1

3.1.3.2 Reiteration via Longer Phases

Figure 6 below illustrates a second method of closing observed in Lecture 4 by Lecturer B. As Figure 6 shows, the text is organized into five Topic Phases that match with the five sections shown in the “outline” section of the lecturer’s handout (see Example 17 in section 3.1.1.3 above). Of these, three can be seen as elaborating on the topical content of the lecture (Topic Phases B, C and D) and the other two as providing background (see the phase referred to by the lecturer as the “Introduction”) and some form of summary (see the “Conclusion”). As with Lecture 3, the lecturer’s use of the term “Introduction” is somewhat misleading. The “Introduction”, for instance, functions to provide historical background to topical material presented in Topic Phases B, C and D, rather than acting as a Preview foreshadowing the global Thematic organization of the texts. The Conclusion, on the other hand, can be seen as some form of global “New”, providing closure to the lecture by summarizing points developed over preceding spans. In Lecture 4, the Conclusion phase was elaborated by a single macroThematic phase while in Lecture 3, a more developed “Conclusion” was provided that was elaborated over six macroThematic phases. In view of this finding it seems valid to conclude that instances of higher-level “New” can vary in length and may be formed by relatively simple structures composed of one or more clause complexes or longer and more complex structures composed of one or more macroThematic phases. For a more detailed view of the “New” phases outlined above, see the Topic Phase analyses of these lectures in Appendices 9, 11 and 12.

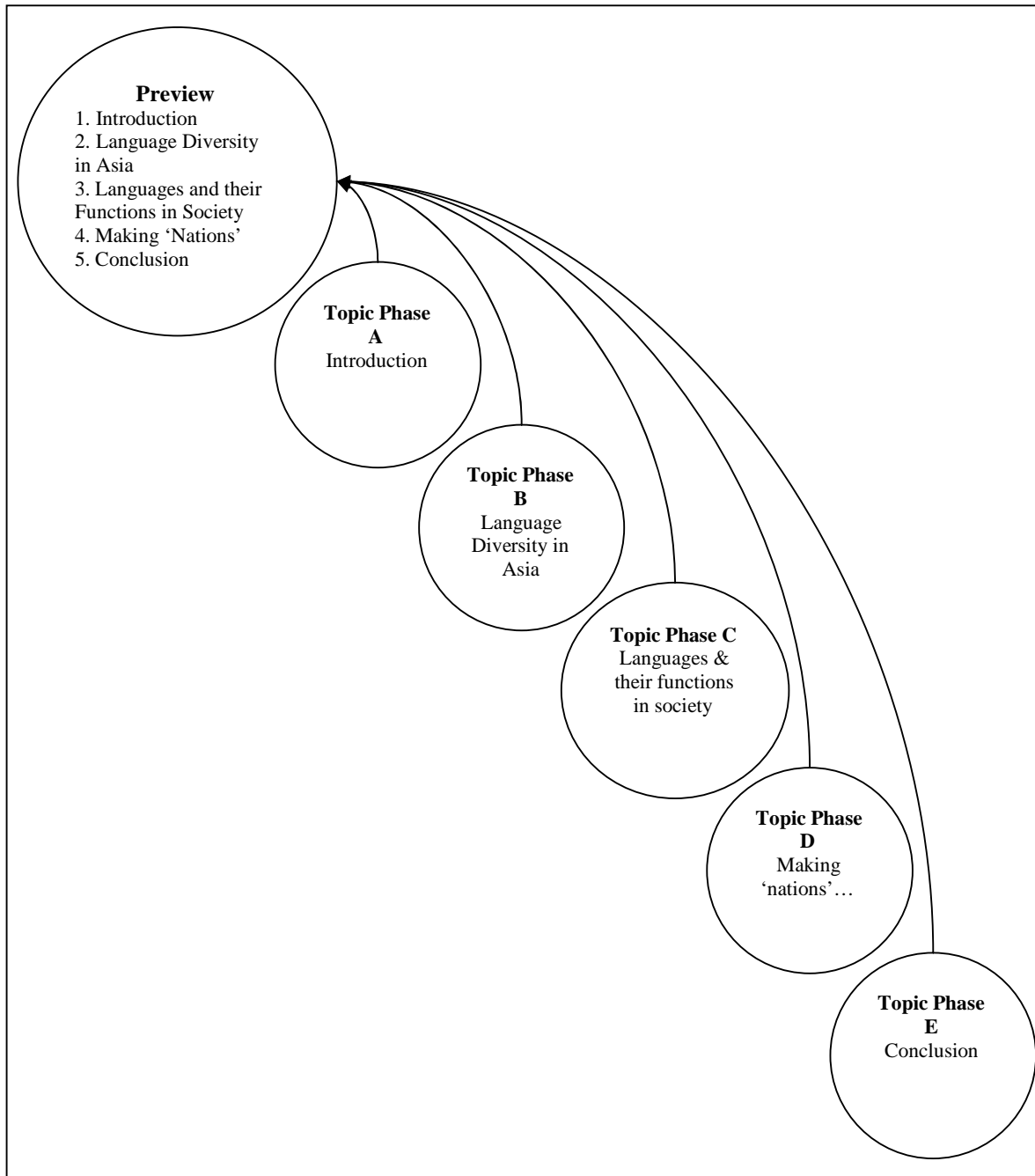


Figure 6: Global phase development in Lecture 4

3.1.4 Global Patterns of Periodicity: Summary of Findings

Considering the patterns of periodicity outlined above, what can be hypothesized about the principles of structuring that serve to organize lectures at a global level? Firstly, the

findings show that Thematic foreshadowing is a key mechanism for organizing the global textual development of university lectures. In the case of the four lectures presented for analysis in this study, for example, all four begin with some form of Preview Phase that foreshadows the subsequent Thematic organization of each lecture and one or more broad-scale “Topic Phases” that reference and elaborate on material foreshadowed in the Previews. These findings support the hypothesis that “Thematicity” is likely to be an important structuring resource in other university-style lectures. Additionally, as the findings show, variation can be observed in the methods by which this type of foreshadowing was accomplished in each of the four lectures. From the analyses above, at least three options for previewing would appear to be available. These include “spoken” styles of previewing, “written” styles of previewing or a combination of the two. Thus it seems reasonable to propose that these options for structuring might also be employed in other university lectures.

Secondly, at a global level, it seems valid to hypothesize that at least two methods of structuring seem possible beyond the opening Preview Phases. In some of the lectures analysed, for instance, Topic Phases unfolded in sequences that were different to those foreshadowed in the Preview Phases. This suggests that, at a global level, lectures can be organized according to non-linear principles of organization with Topic Phases organized in a “satellite” arrangement around a “nuclear” core (i.e. the Preview Phase). In other lectures, however, less variation in the sequencing of Topic Phases could be observed, suggesting that these lectures were organized serially. It would seem possible to hypothesize from these findings, then, that internal variation in textual structure might be a general feature of university lectures, with some lectures organized serially, some according to nuclear arrangements and some by a combination of both. These structural possibilities, however, do not seem to present any particular problem for the Thematic unity of a lecture text as long as global Topic Phases can be seen as elaborating on the central themes of a lecture as announced, for example, via a Preview Phase.

Thirdly, the findings suggest that at least three options are available for bringing lectures to a close. These include: 1) minimally developed “New” phases or codas that summarize

topical information developed over prior phases of the text; 2) expanded “New” phases that form Topic Phases in their own right and; 3) no use of these mechanisms, i.e. the lecture is brought to a close without any form of reiteration or summary. Considering that each of these mechanisms for closing was observed in the four lectures presented for analysis, it is useful to hypothesize that they might also be options for structuring lectures more generally.

3.2 Higher-Level Patterns of Periodicity

Turning now to the patterns of periodicity observed at levels below the global layer of structure mentioned above, each of the four texts was found to be organized into one or more large-scale “Topic Phases” that served to structure the informational development of each lecture at lower-levels of the discourse. Attention was then directed towards exploring the internal structure of these Topic Phases to determine the extent to which they were organized via hierarchies of periodicity. As with the global analysis of periodicity above, this involved investigating the texts for the ways in which informational patterns were foreshadowed at the opening, the means by which and the degree to which these patterns were elaborated via “Thematic” structures over subsequent spans of the text and the ways in which topical material was reiterated via instances of higher-level “New.” Accordingly, the findings of the Topic Phase analyses in this section are organized into three parts, including: 1) an account of the key principles and mechanisms of “Thematic” structuring observed in the four lecture texts and; 2) an account of the key principles of “New” structuring observed in the four lectures and; 3) and account of those aspects of structuring that were found to vary between the four lecture texts. By way of summary, each part will conclude by offering hypotheses as to the extent to which the principles and mechanisms identified might be seen as general features of the four texts and, more widely, as key principles of structuring in other university-style lectures.

In terms of the findings of these analyses, the following will be proposed:

1) With respect to Thematic structure, the findings showed that multiple foreshadowing of Thematic material was a key principle of structuring at Topic Phase level in all four

lecture texts. It was also found; however, that each of the texts varied in the degree to which topical material was foreshadowed, with some texts coming across as shallower and others as deeper in their structure. Additionally, variation in the sequencing of thematic structures was found to be a key feature of the internal organization of Topic Phases, with Topic Phases in each lecture typically composed of sequences of shallower and deeper structures as they unfolded.

2) With respect to “New” structures, it was found that such mechanisms were not typical of the periodic organization of the texts at lower levels of the discourse and that the few instances of “New” identified in the four texts were instances of higher-level “macro” and “discourseNew”, rather than “hyperNew”. Based on these findings, the principle of “hierarchy of periodicity” would seem to be of some utility in describing the structuring seen in lectures. However, as instances of “New” occurred relatively infrequently, at least one key difference seems likely between the hierarchies of periodicity identified in this study and the hierarchies of periodicity described elsewhere in the literature.

3) With respect to possible points of variation in structure, the findings showed that the texts varied in the degree to which topical material was foreshadowed, with some Topic Phases coming across as weaker in their thematic integration and in the extent to which the texts were made up of other patterns of structuring, such as those with an interpersonal focus. From these findings, then, it was possible to arrive at some preliminary conclusions as to the key principles and mechanisms of periodic structuring in the four lectures and to hypothesize as to how these might be seen as key text compositional features of lectures in general.

3.2.1 Thematic Structuring in Topic Phases

As mentioned above, Thematic foreshadowing was a key principle of structuring at Topic Phase level in all four of the lectures analyzed. In terms of the mechanisms by which this foreshadowing was accomplished, the findings showed that Topic Phases were typically organized around a top-level discourseTheme which acted as a “Preview Phase”, foreshadowing further development of the text via additional discourse-level Thematic structures (i.e. discourse, macro and hyperThemes) at lower levels of the text. Additionally, it was found that the depth of this layering could vary considerably within

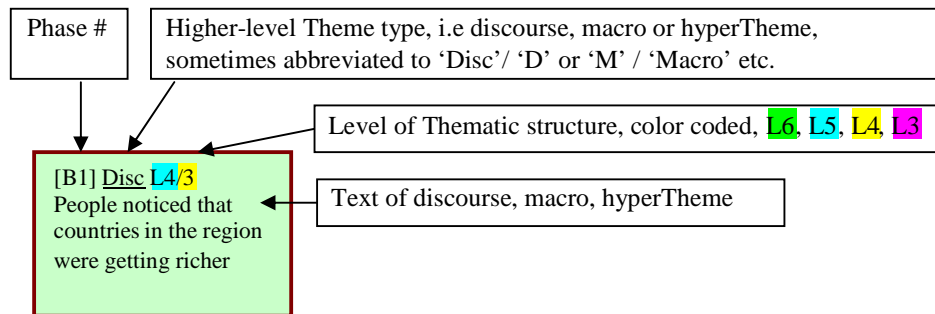
one text, from “shallower” structures involving as few as three layers to “deeper” structures involving as many as seven layers. It was also found that the level of complexity within Thematic structures increased as their depth increased. What this meant was that deep structures could contain, within their spans, any number of “branches”, i.e. additional Thematic structures that terminated at different levels of the discourse. As the Topic Phase analyses of the lectures in Appendices 9-12 shows, no pattern could be discerned as to the arrangement or sequence of these “branches” within individual structures, however, it was observed that Thematic structures could be fully developed, i.e. elaborated by multiple hyper, macro or discourseThemes, or minimally developed, - elaborated by single hyper, macro or discourseThemes.

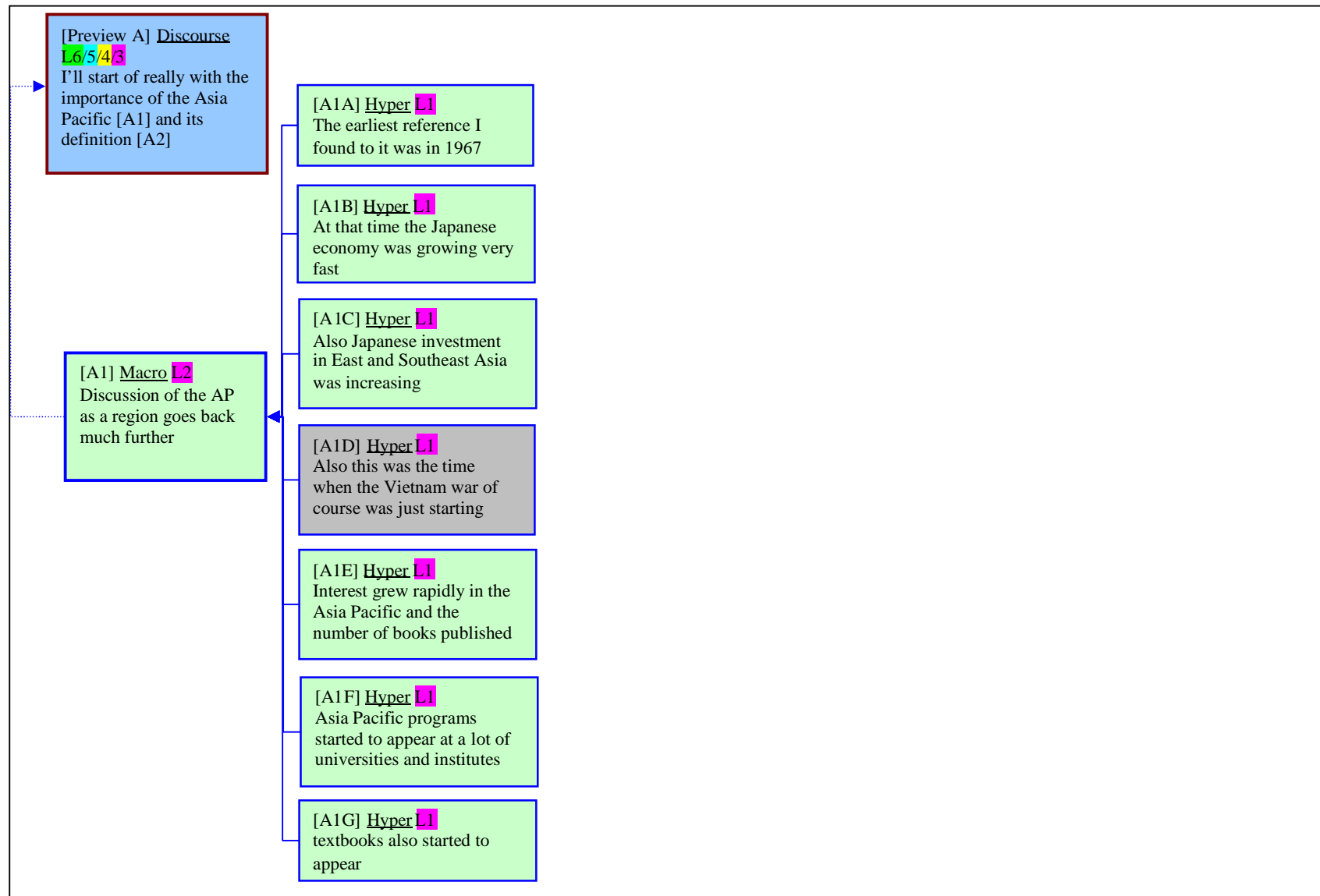
Examples of these structuring options are presented for analysis below. In each instance, a single example is provided that is representative of the key principles of structuring observed across the texts as a whole, since it was not possible to present the full structural arrangement of each text in any more detail due to reasons of space. References are provided below to additional examples of each key principle of structuring in the Appendices, should the reader wish to consult these in more detail.

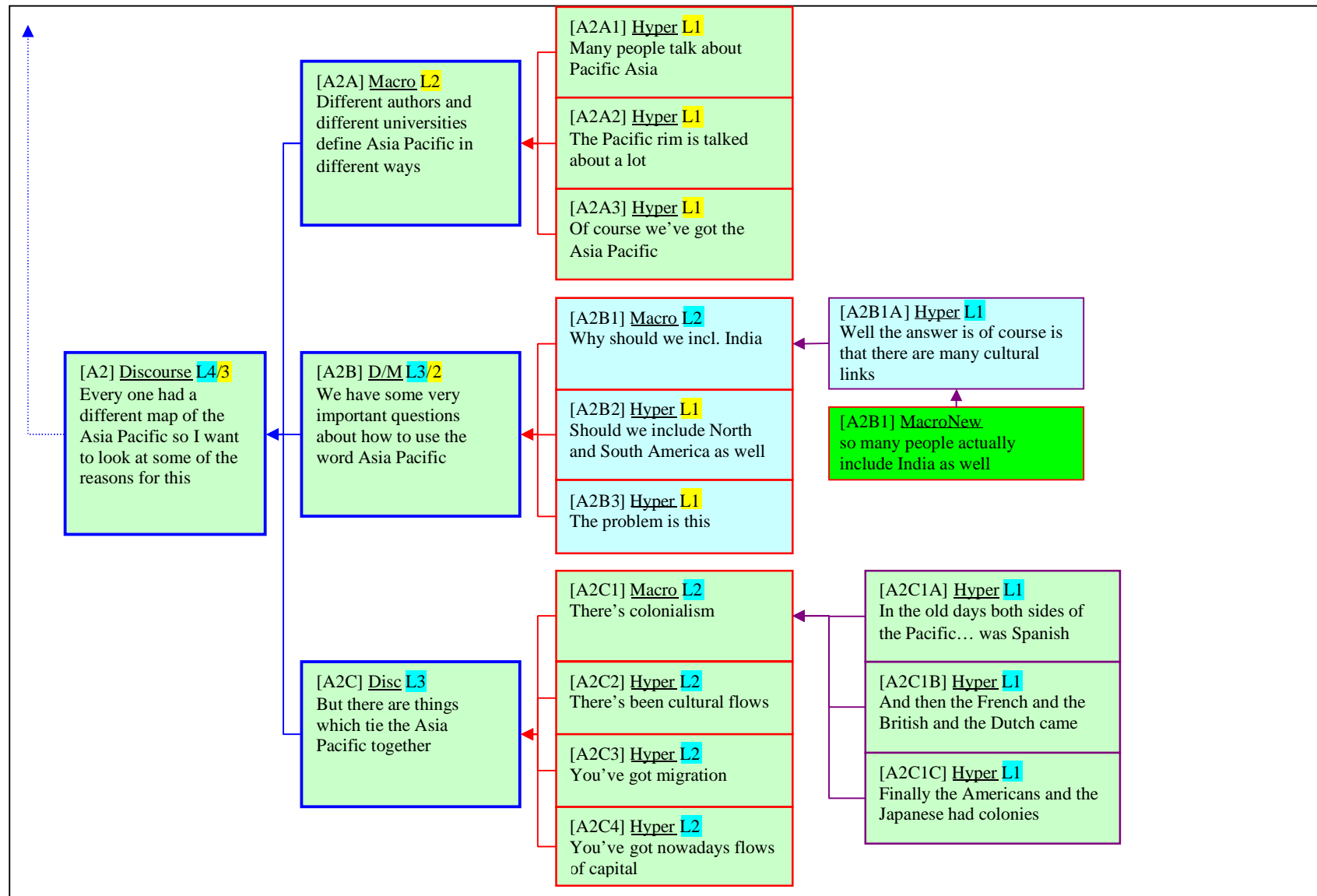
3.2.1.1 Shallow Thematic Structuring in Lecture 1 (Lecturer A)

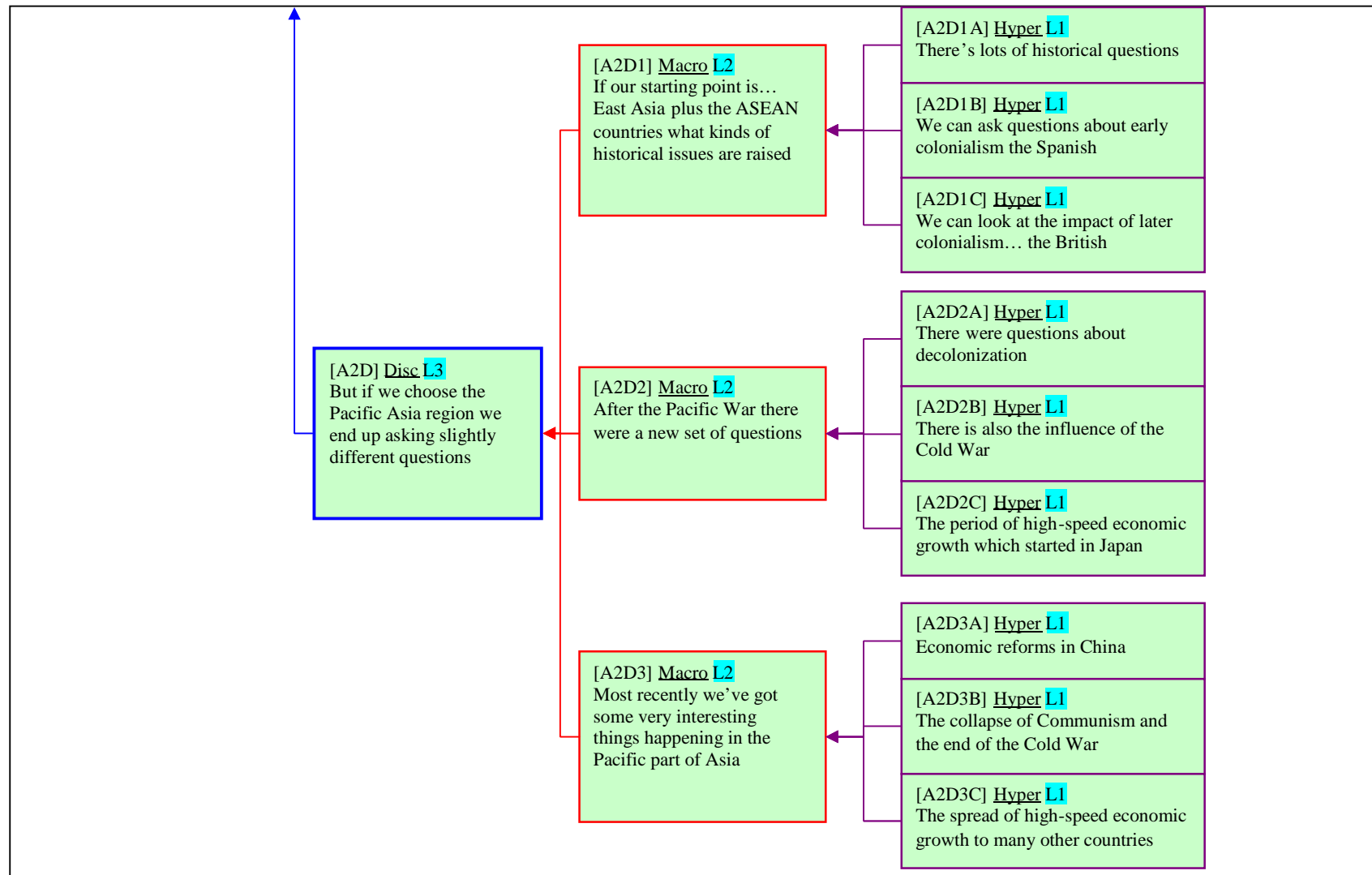
Turning firstly to the phenomenon of shallow structuring in the four lecture texts, Figure 7 below (adapted from the diagram in Appendix 13a) provides an overview of a “shallow” Topic Phase from Lecture 1 by Lecturer A. As the Figure shows, the Topic Phase opens with a Preview that foreshadows additional elaboration of ‘*the importance of the Asia Pacific*’ and ‘*its definition*’. This pattern of structuring is confirmed as the Phase unfolds with each of the higher-level Themes elaborated at the next level of structure by additional higher level Thematic structures. These include, firstly, macroThematic phase “A1” which forms a three-layer structure consisting of a discourseTheme (realized by material in the higher-level Preview “A”), a macroTheme (A1) and seven hyperThematic phases (A1A to A1G).

Key to Figure 7 (see following pages)









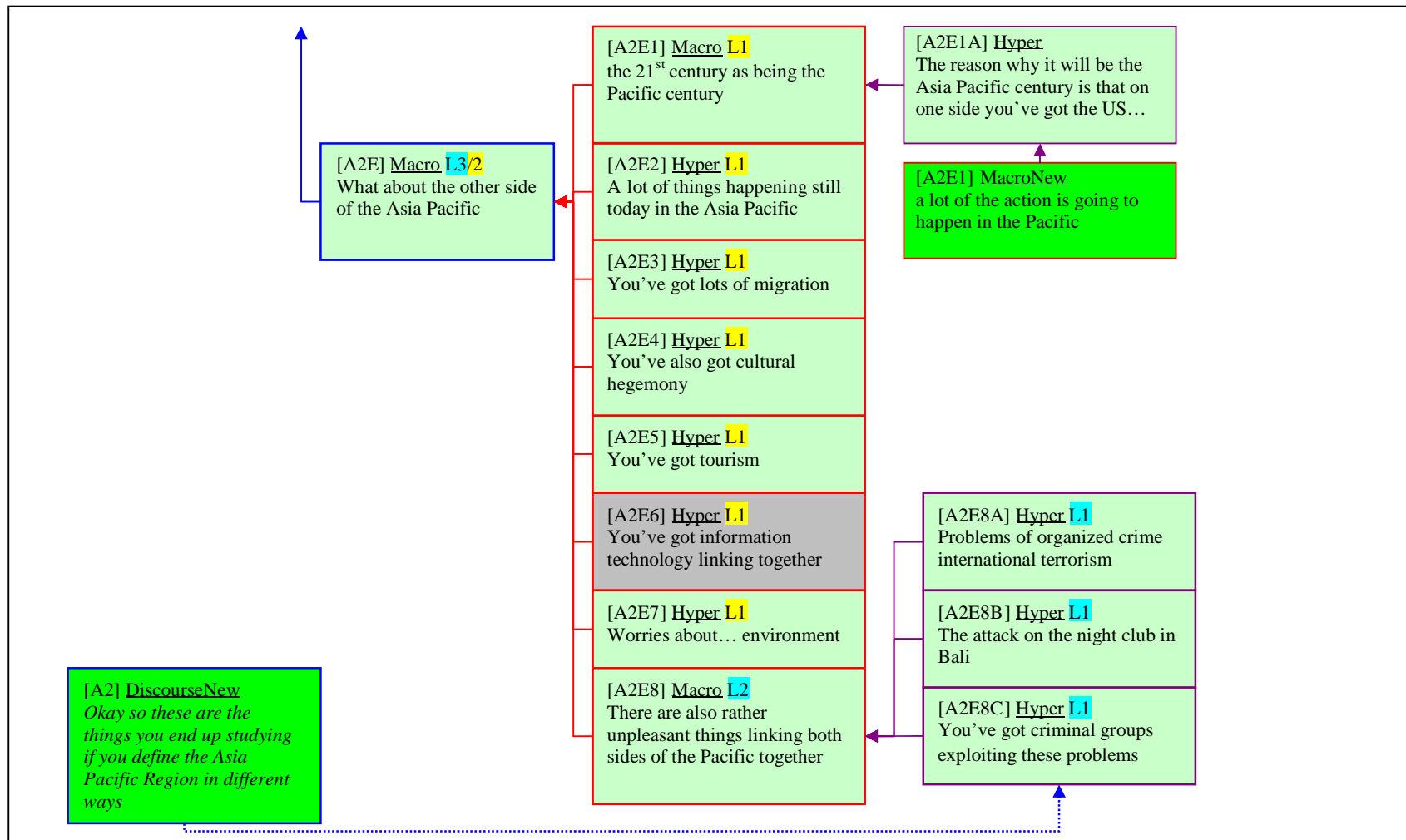


Figure 7: Diagrammatic overview of periodic structuring in Topic Phase A of Lecture 1

A1 is then followed by a second higher-level phase, i.e. discourseThematic phase “A2”, which is elaborated over five layers of structure, including three higher level discourseThemes (the Preview and phases A2 and A2B/C and D) and a number of macroThemes and hyperThemes that elaborate on material announced in preceding higher level phases. In this Topic Phase, then, the textual development of the lecture is organized via a combination of shallow and deep Thematic structures, a pattern of structuring that was found in almost all of the Topic Phases identified in the four lectures presented for analysis. Based on this finding, it can be proposed that lecture texts more generally are likely to be constructed, at some points in their development, of sequences of shallow and deep Thematic structures.

As mentioned above the Topic Phase shown here is organized, at its “shallowest” point, into a relatively simple three-layer Thematic structure consisting of a discourseTheme, a macroTheme and several hyperThemes. While one or two instances of even shallower structuring was observed, examples of which will be presented in the following sections, this three-layer structure was found to be present in all Topic Phases identified in the four lectures analysed in this study. Based on this finding, it is useful to propose that these three-layer structures are a basic Thematic “building block” of the hierarchies of periodicity analysed in this lecture. As the Topic Phase analyses in Appendices 9-12 also show, however, Topic Phases in all four texts were made up, for the most part, of structures that were deeper and more complex in their Thematic organization. As Table 1 below shows, for example, only six three-layer structures could be found in the Lectures given by Lecturer A with three identified in Lecture 1 and three in Lecture 2. In the lectures given by Lecturer B, a greater proportion of the text was made up of such structures with eight identified across Topic Phases in Lecture 3 and twenty five in Lecture 4 (for a full account of these structures, see the Topic Phase analysis of each lecture in Appendices 9-12). Comparing the two sets of lectures then, it would seem that the lectures given by Lecturer B are shallower Thematically than those given by Lecturer A.

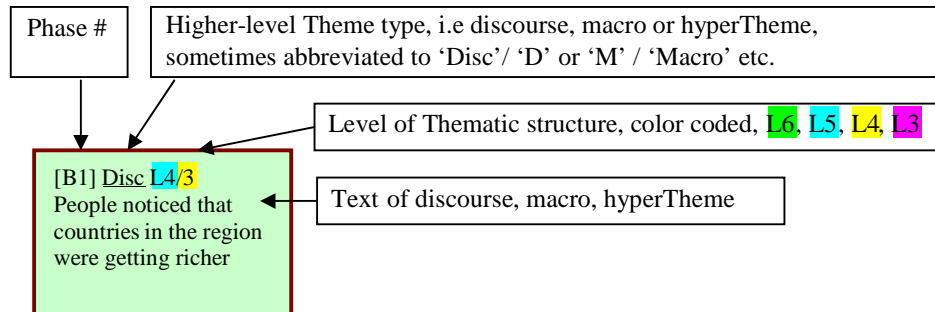
Lecture	Topic Phase					
	A	B	C	D	E	Total
1 (A)	1	0	2	-	-	3
2 (A)	3	0	-	-	-	3
3 (B)	4	1	3	0	-	8
4 (B)	3	4	12	6	0	25

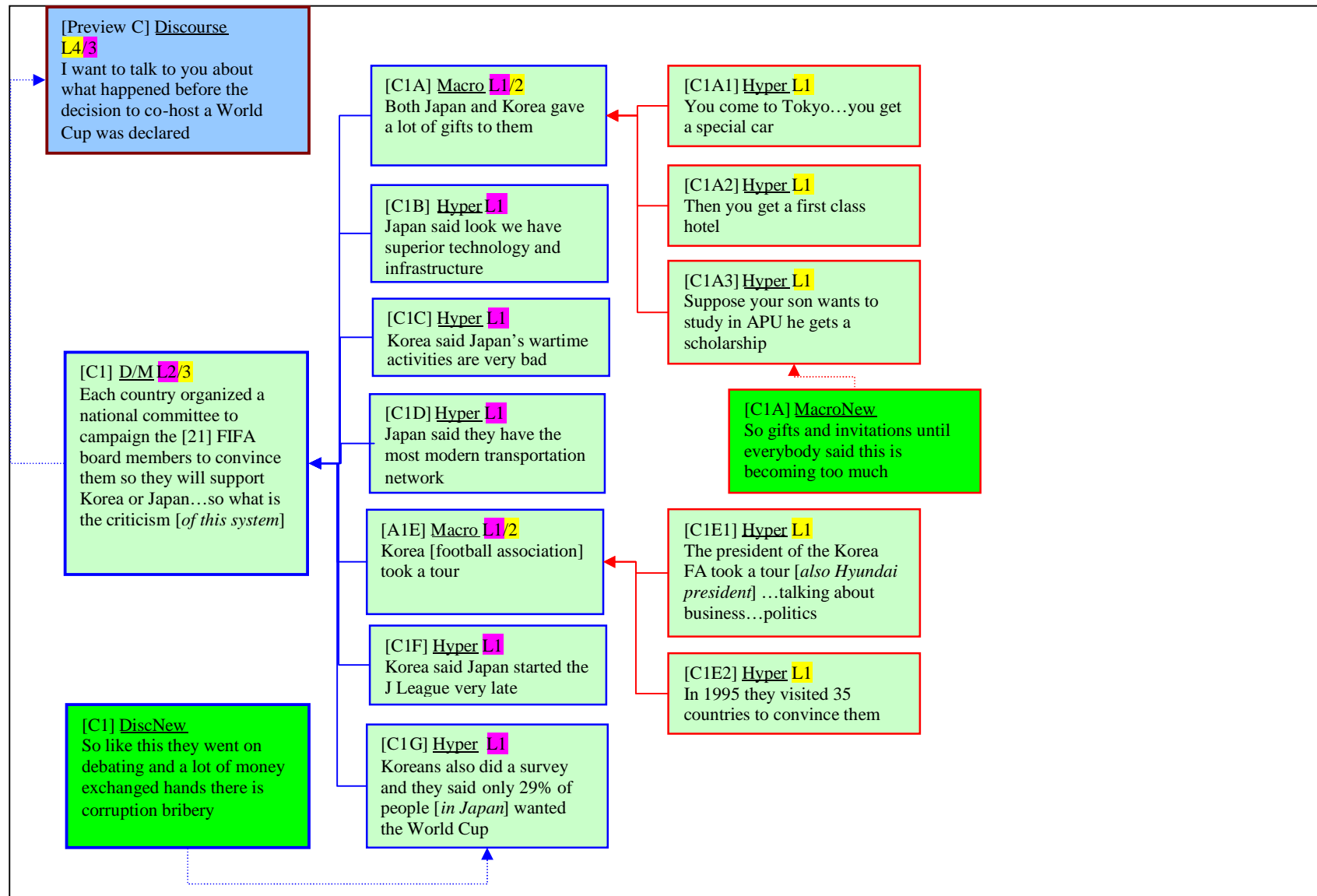
Table 1: Number of 3-layer structures identified in the four lecture texts

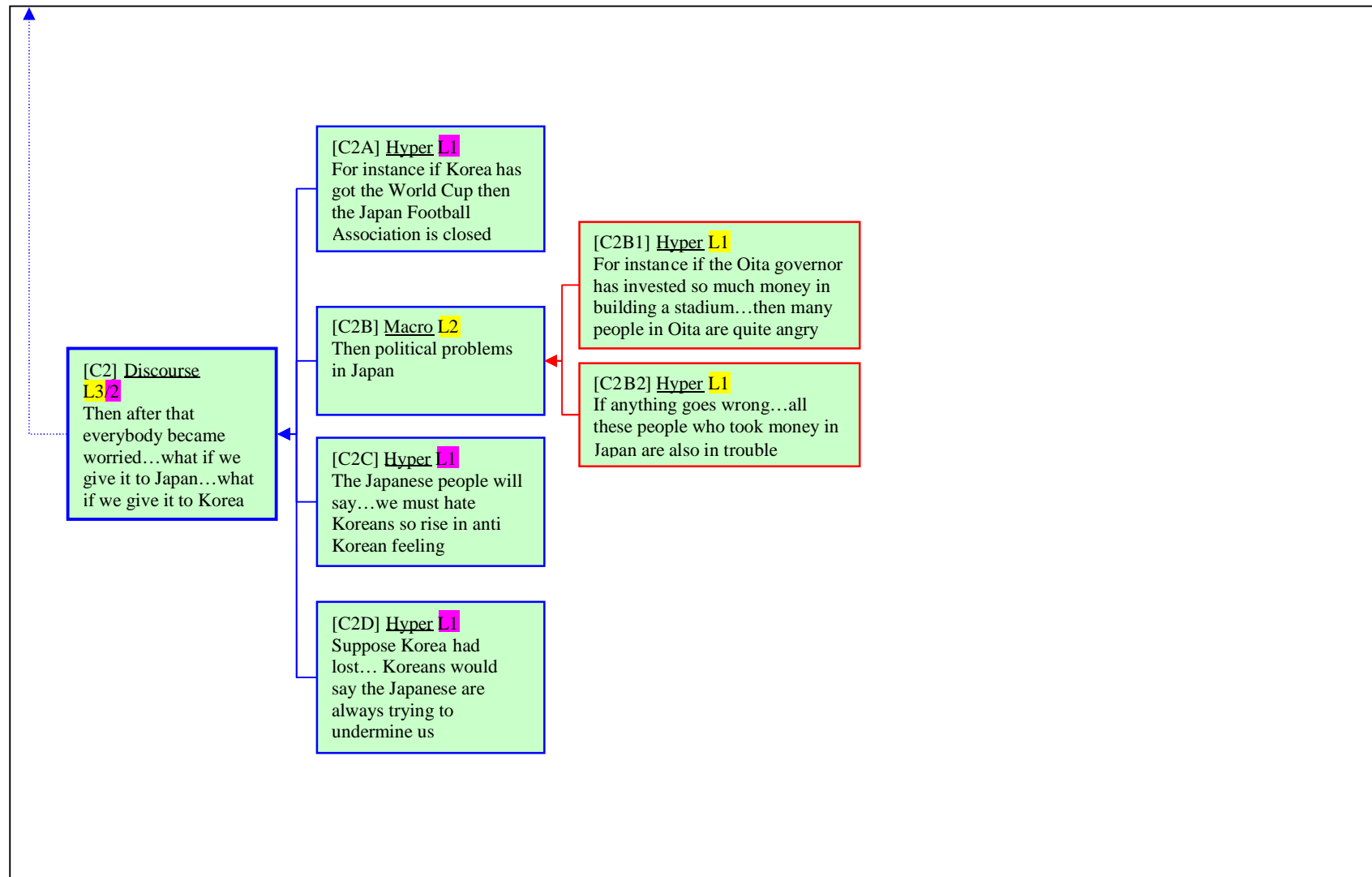
3.2.1.2 Shallow Thematic Structuring in Lecture 3 (Lecturer B)

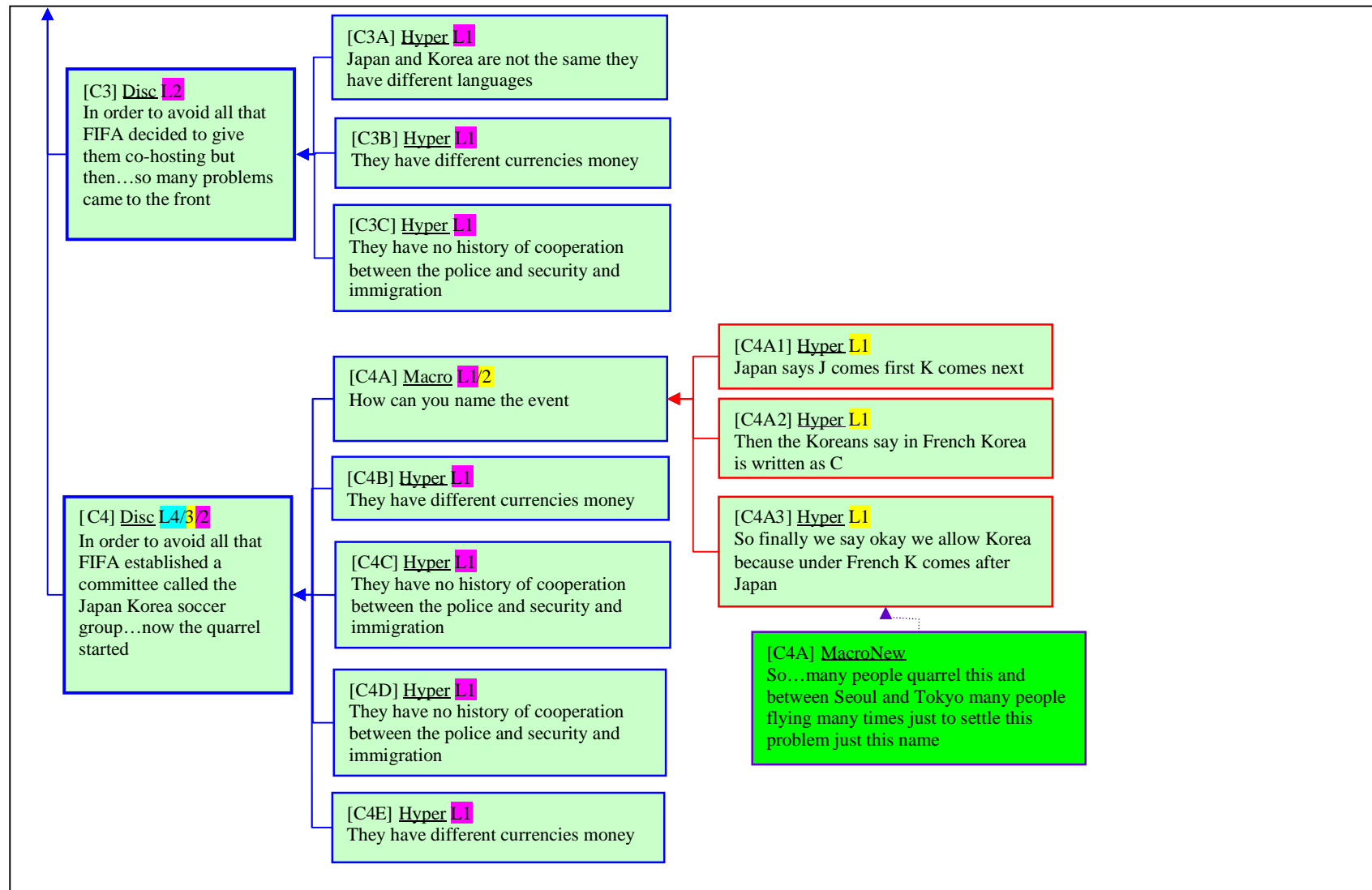
Figure 8 below (adapted from Appendix 15c) provides a second example of shallow Thematic structuring, this time from Lecture 3 by Lecturer B. As the Figure shows, the Topic Phase in question (i.e. Topic Phase C) opens with a Preview Phase (see box shaded in blue at the very top of the figure) that foreshadows additional elaboration of the events leading up to FIFA's decision to adopt a co-hosting arrangement in the 2002 Football World Cup. The elaboration of this material is then developed over four additional higher level phases, from C1 to C4. Like the Topic Phase from Lecture 1 presented above, the depth of structuring in Topic Phase C varies as the Phase unfolds. Viewing the Thematic organization of the Phase in Figure 8, the shallowest structure appears to be elaborated to three layers and consists of a discourseTheme (realized by the top-level Preview) that is elaborated by one macroTheme and one to three hyperThemes (see for example structure C3). As for the other structures in this Phase the depth is fairly consistent, with structures C1 and C2 elaborated to a maximum of four layers and C4 to five layers. As with the Topic Phase shown in Figure 6 above, the depth of structuring varies across individual phases. Of the seven Thematic phases that develop from C1, for example, five terminate at two levels below the Preview and the other two at three levels below. This pattern is repeated across the other higher-level Thematic structures in this Phase and, as Figure 8 shows, the majority of structures terminate at two levels below the Preview. Overall, then, Topic Phase C can be viewed as relatively shallow, consisting for the most part of three-layer structures interspersed with the occasional four-layer structure. For a more detailed account of the structuring observed in this Topic Phase, see Appendix 11.

Key to Figure 8 (see following pages)









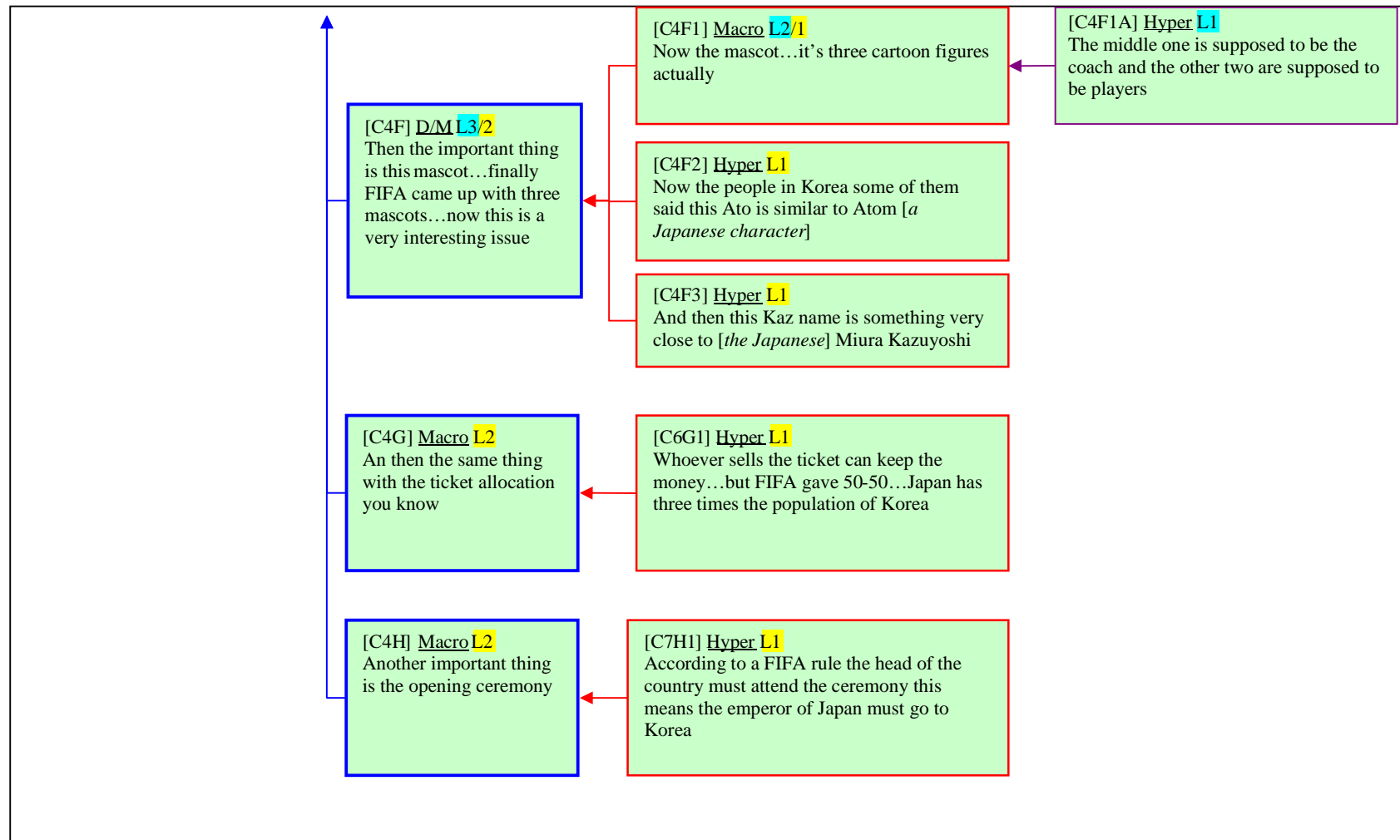
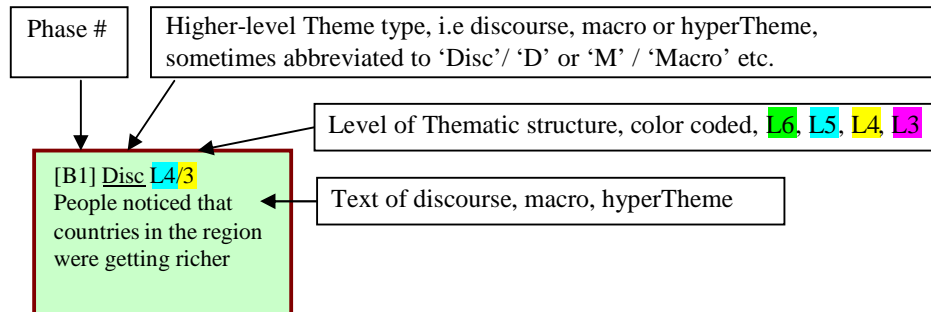


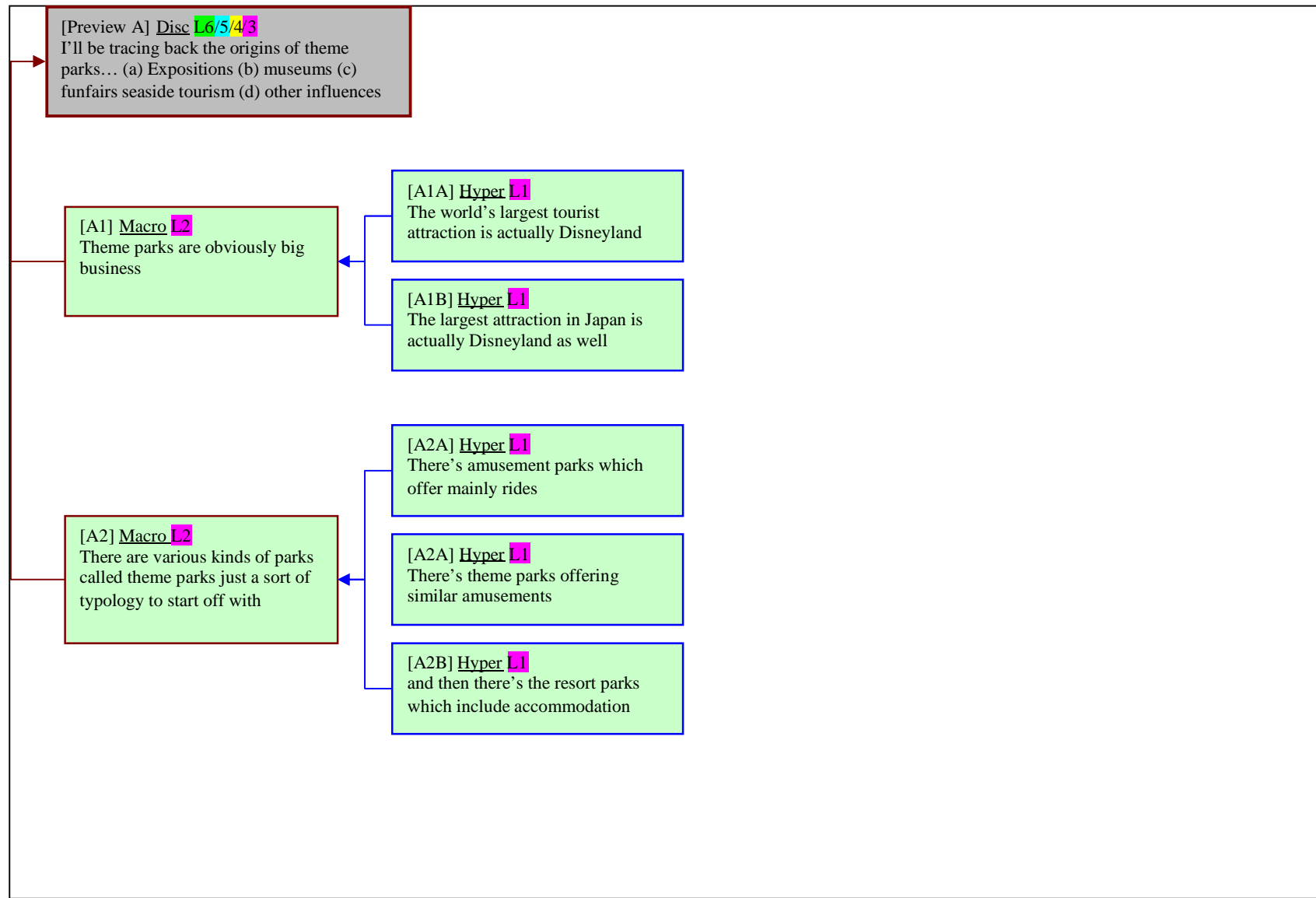
Figure 8: Diagrammatic overview of periodic structuring in Topic Phase C in Lecture 3

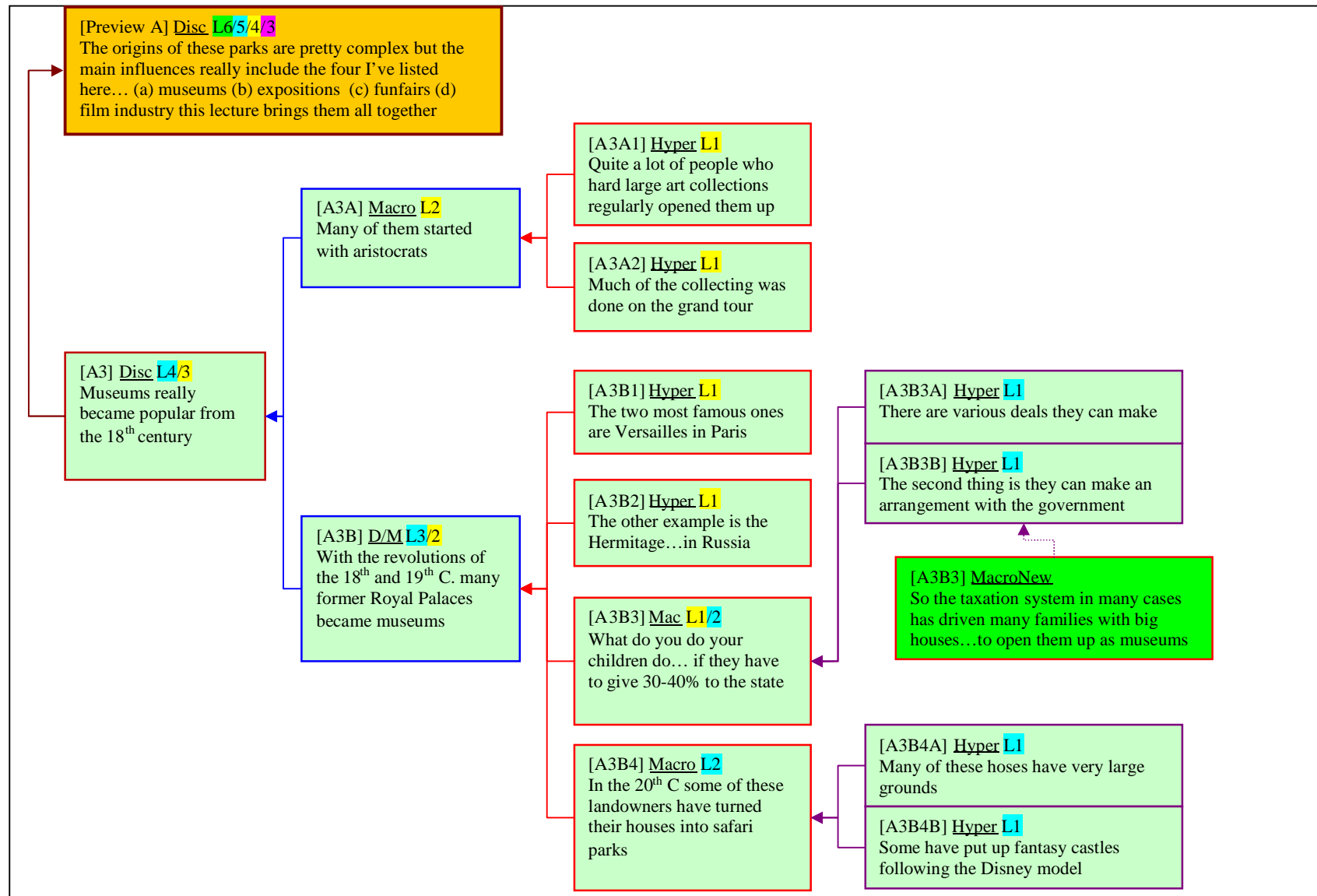
3.2.1.3 Deep Thematic Structuring in Lecture 2 (Lecturer A)

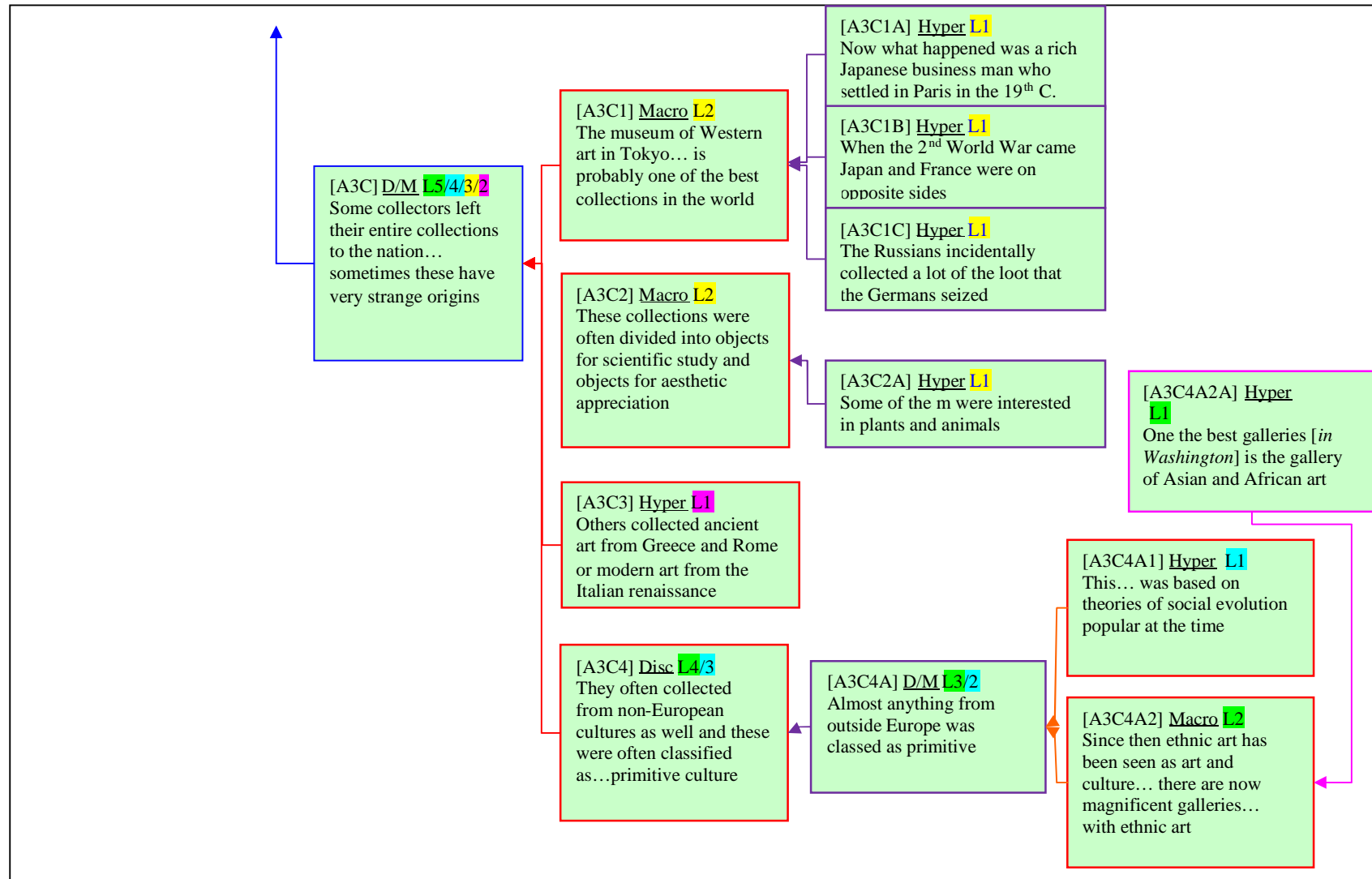
Turning now to patterns of deep structuring observed in the four lectures, Figure 9 below (adapted from Appendix 14a) provides an overview of a deeply structured Topic Phase from Lecture 2 by Lecturer A. This Topic Phase is notable not only for the depth of Thematic structuring found within its span (up to six layers can be observed at some points in its development), but also for its length and complexity. As Figure 9 shows, Topic Phase A begins with a top-level discourseTheme that serves as a Preview Phase (see box shaded in blue at the very top of the diagram). The Preview is then followed by six other higher-level phases that elaborate on topical material announced in the Preview, see for example, phases A3 to A8. It is also possible to observe, immediately after the Preview, two macroThemes that do not appear to directly address material in the Preview (see A1 and A2 for instance). Instead, these phases appear to form some kind of “orientation” to the subject under consideration, that is, they can be seen as providing background to the elaboration of the “origins of theme parks” that follows in subsequent spans. Interestingly, these phases are separated from the following elaboration of “*origins*” by a span of text that appears to restate or repeat Thematic material from the preceding or “first” Preview (see box highlighted in orange on the second page of the diagram). The lecturer, perhaps, feels compelled to offer this restatement as the preceding phases A1 and A2 might only be seen as loosely elaborating on material foreshadowed in the Preview. The phenomenon of “loosely” structure Topic Phases will be addressed in more detail later in this section.

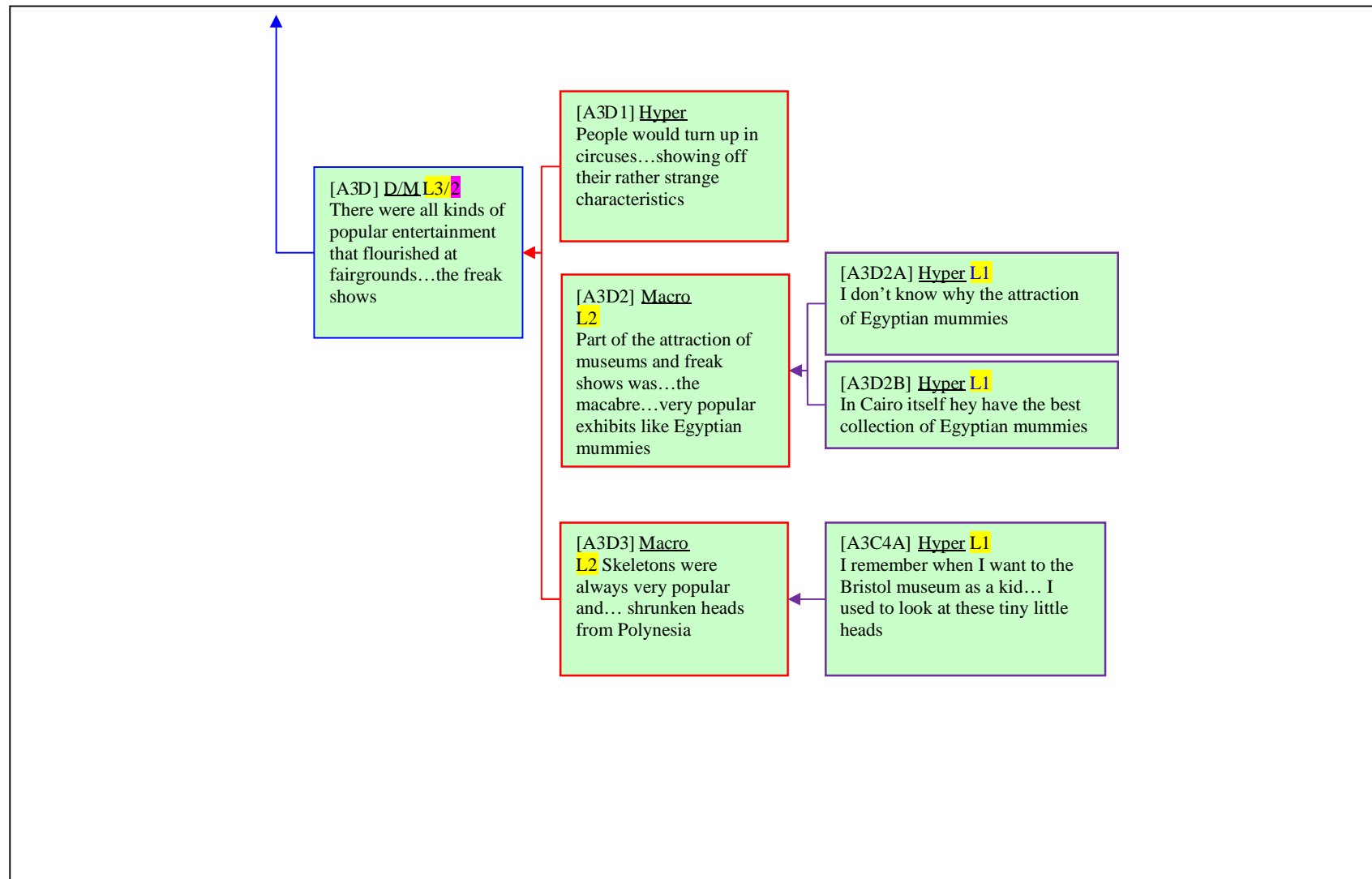
Key to Figure 9 (see following pages)

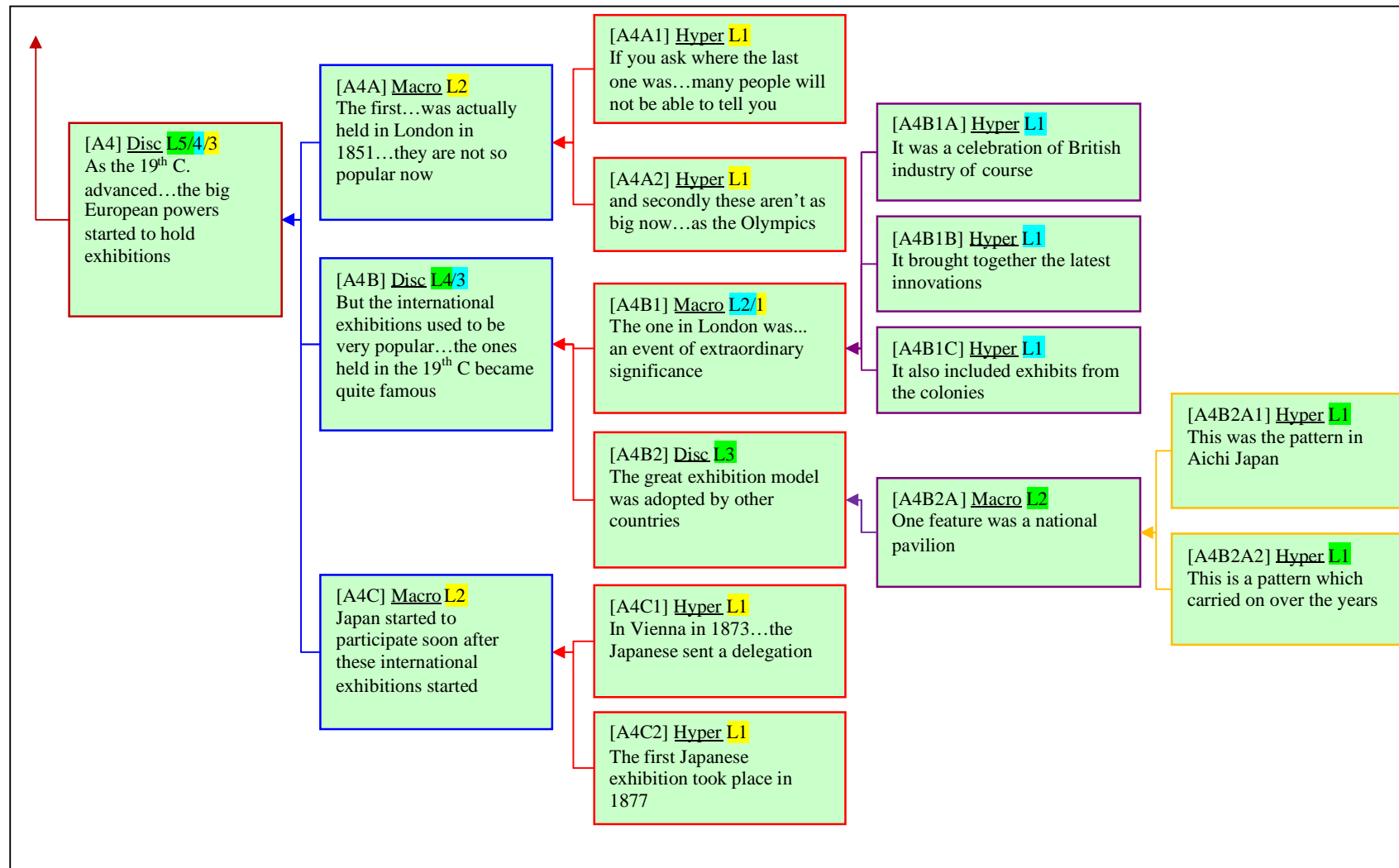


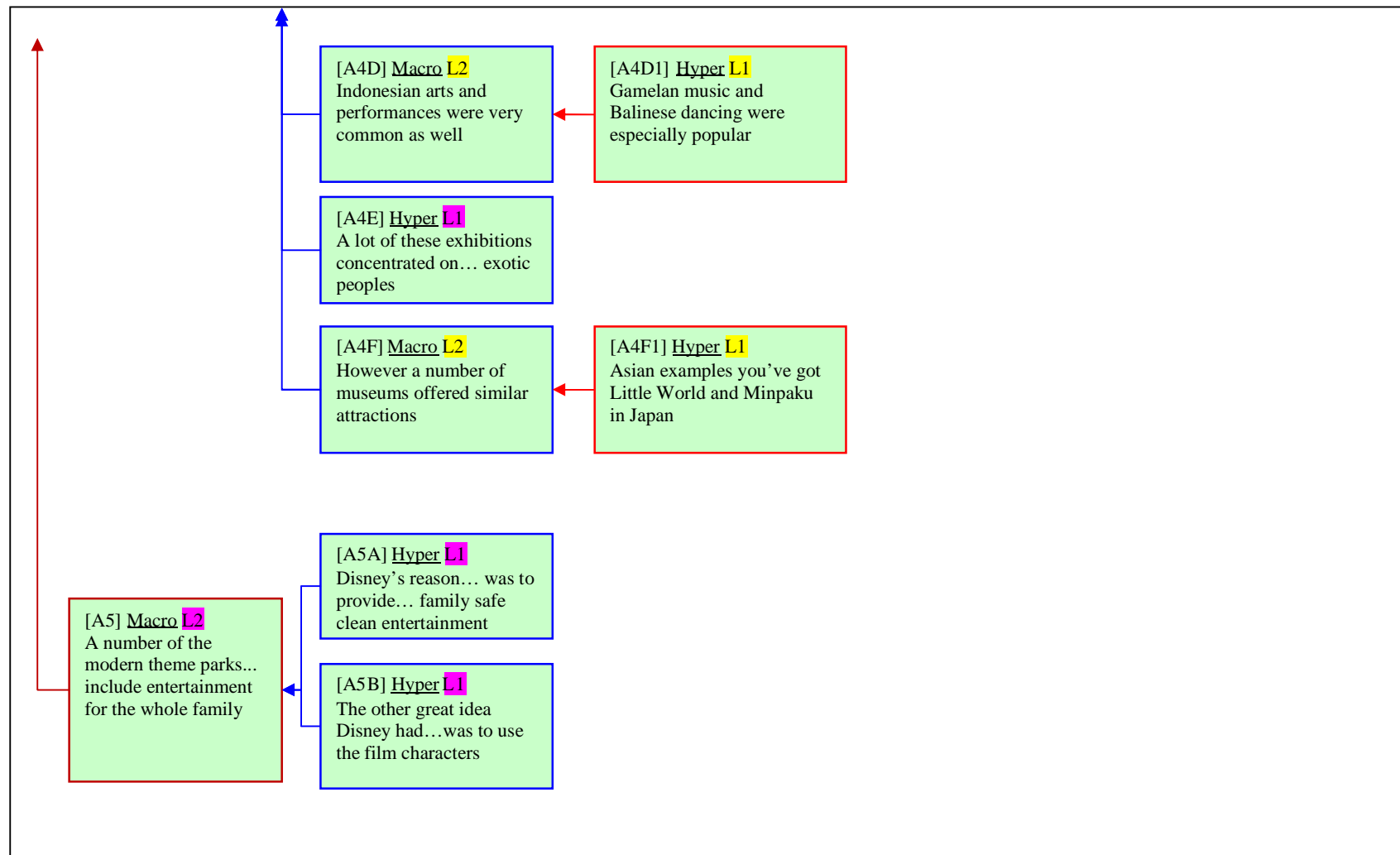


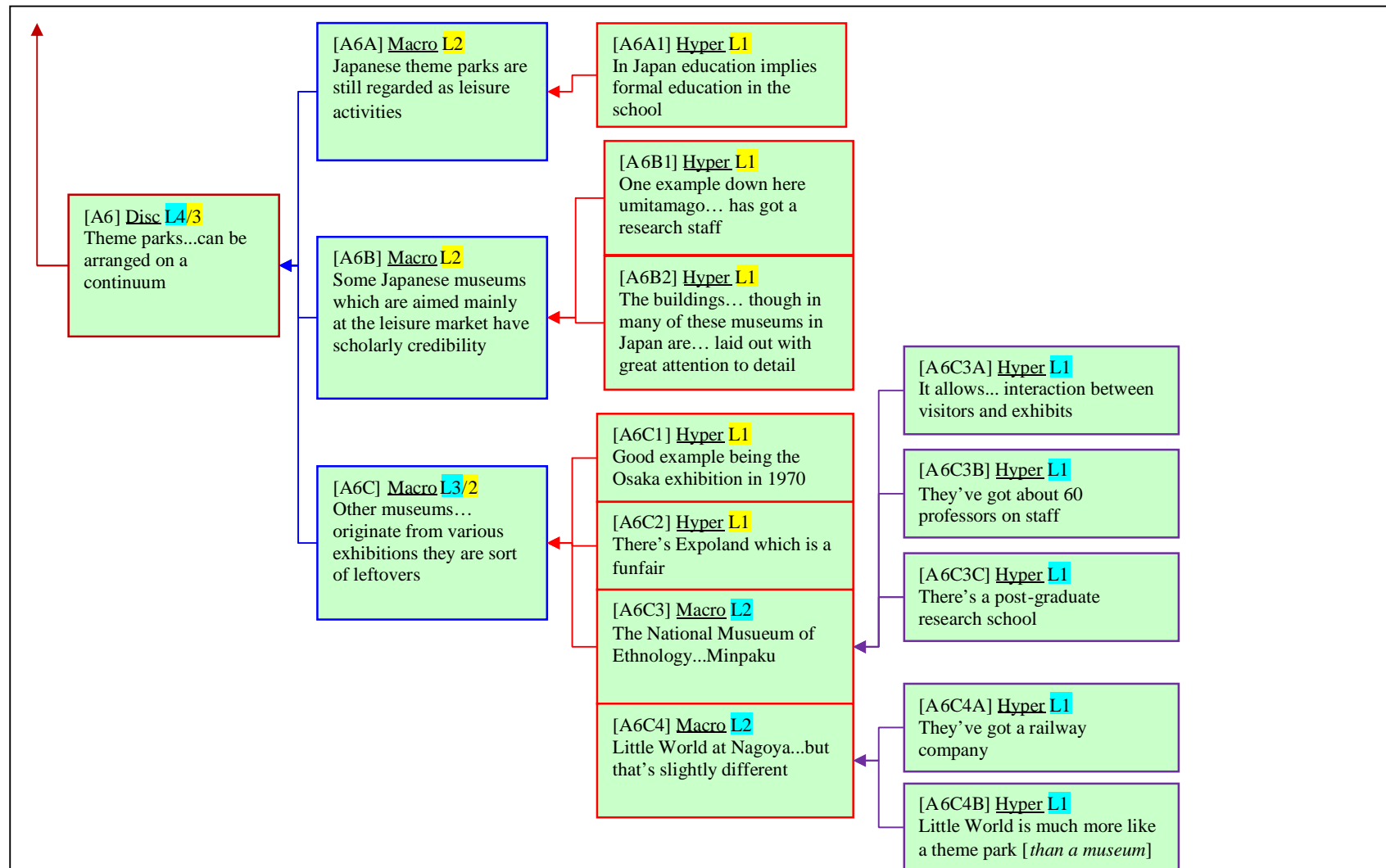


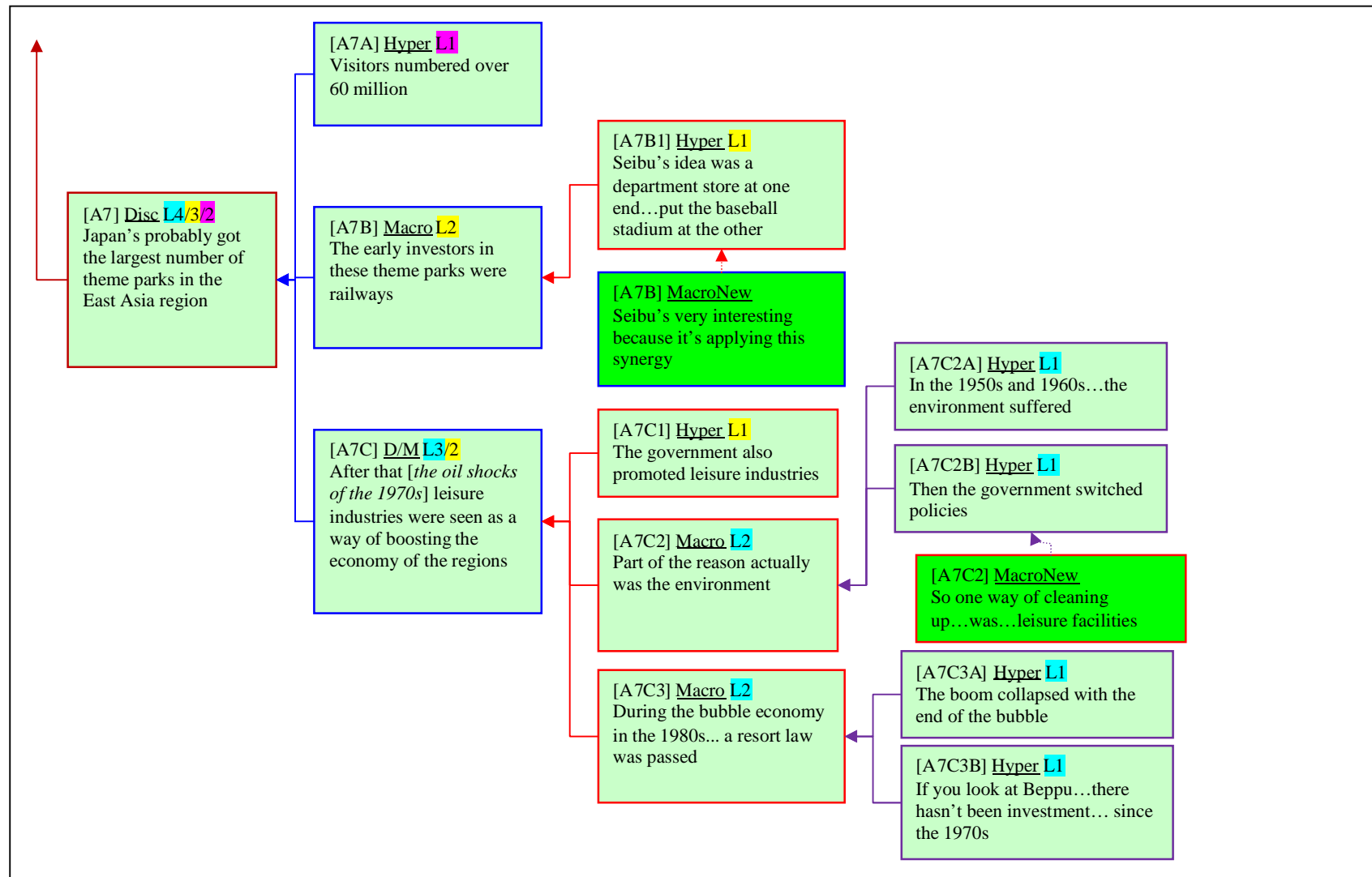


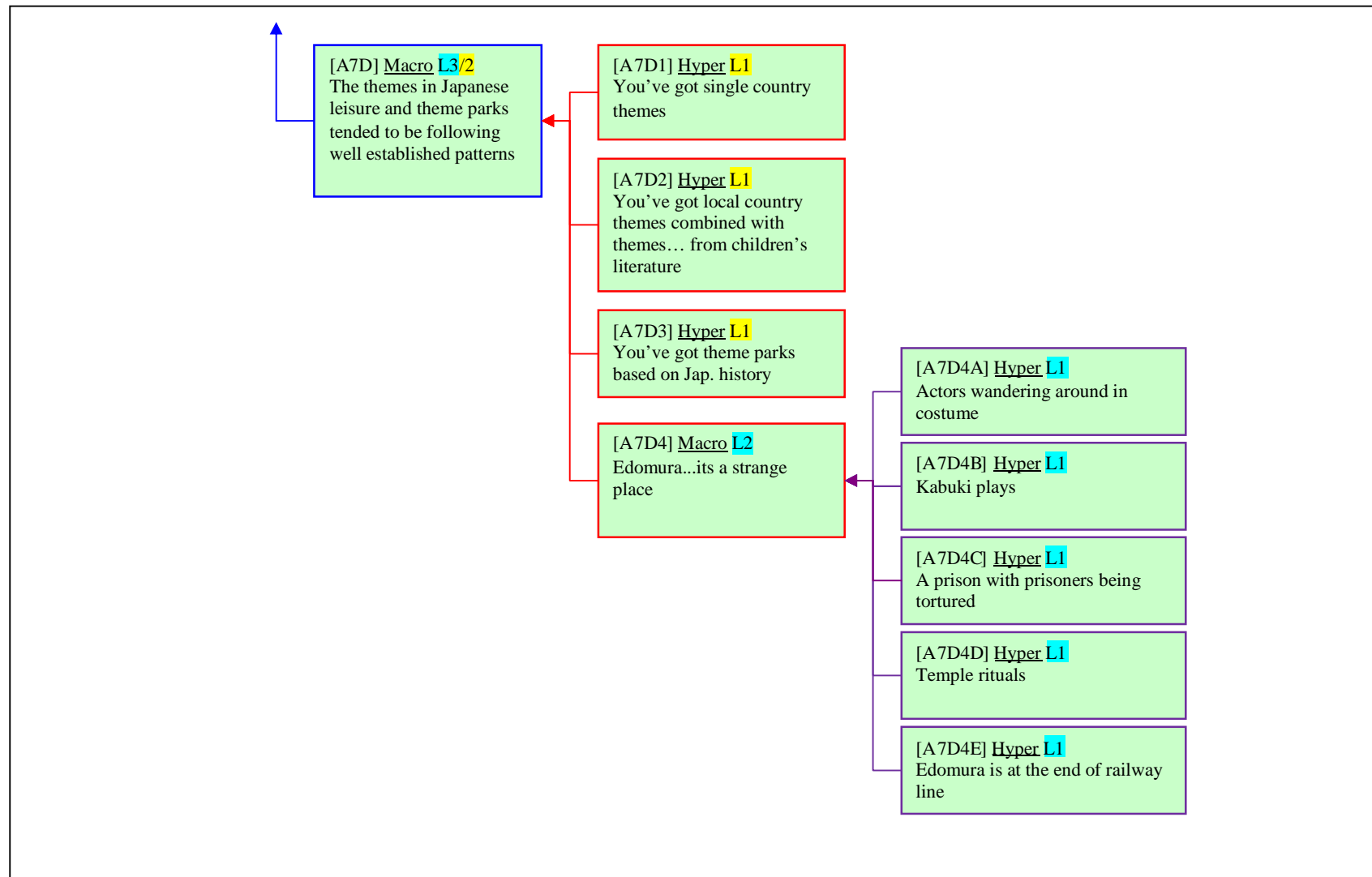


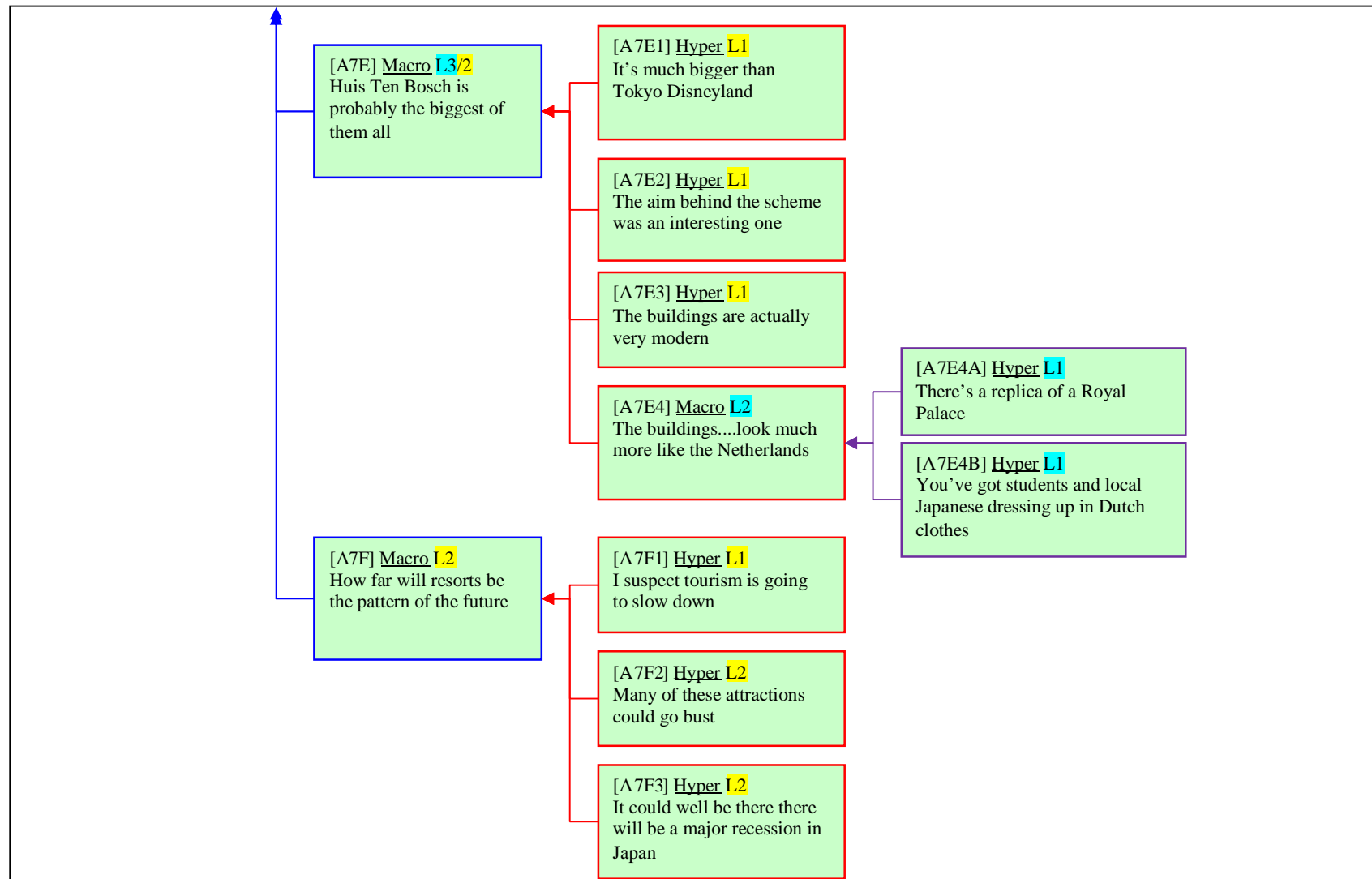












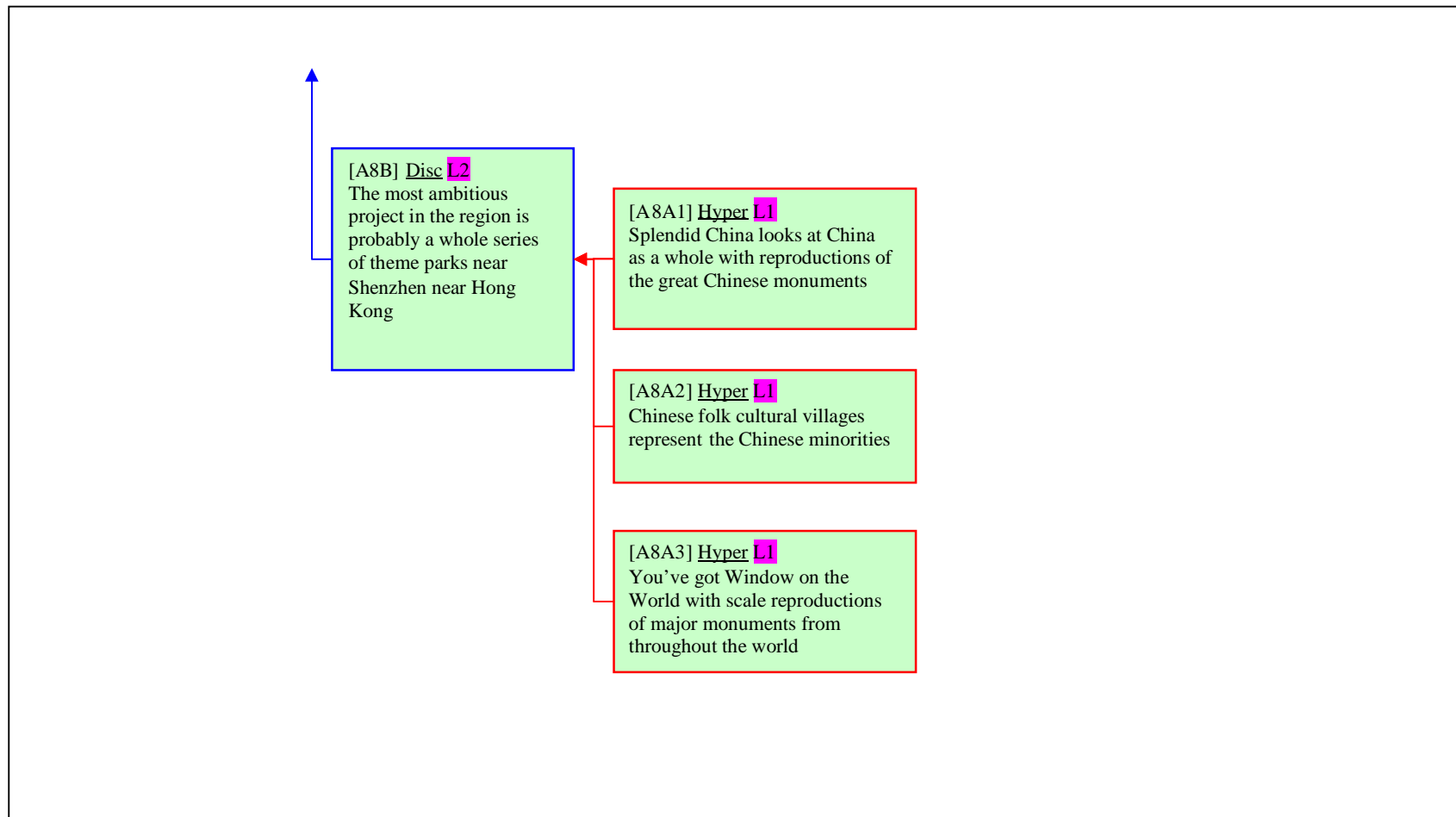


Figure 9: Diagrammatic overview of periodic structuring in Topic Phase A in Lecture 2

Returning to the Thematic development of this Topic Phase, Figure 9 shows that the (second) Preview is elaborated by six higher-level phases that provide additional elaboration of the “*origins of theme parks*”. These include phase A3 (on the subject of museums), A4 (exhibitions of the 19th Century), A5 (the development of modern theme parks), A6 (a typology of theme parks using examples from Japan), A7 (a description of Japanese theme parks) and finally A8 (a typology of theme parks found in the wider East Asia region). Additionally, each of these phases displays complex “branching” in which hyperThematic phases terminate at different levels of structure. As Figure 9 shows, the minimum depth of structuring in this Topic Phase would appear to be three layers, i.e. a top-level discourseTheme that is elaborated by at least one macroTheme and one hyperTheme. On the other hand, the maximum depth is significantly deeper, and up to seven layers of Thematic development are possible. The maximum depth of structure in each of the higher-level phases identified in Topic Phase A is summarized in Table 2 below. As the Table shows the Topic Phase is deeply structured, with 5 of the 8 (or 63%) of higher-level phases elaborated to five, six or seven layers of structure. For the full structural analysis of this Topic Phase, see Appendix 10.

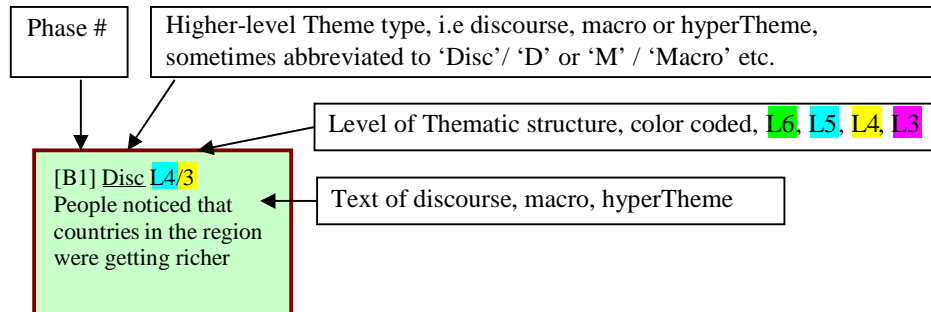
Higher-level Phase	Maximum Depth of Structure (including top-level Preview)
A1	3 (layers)
A2	3
A3	7
A4	6
A5	3
A6	5
A7	5
A8	6

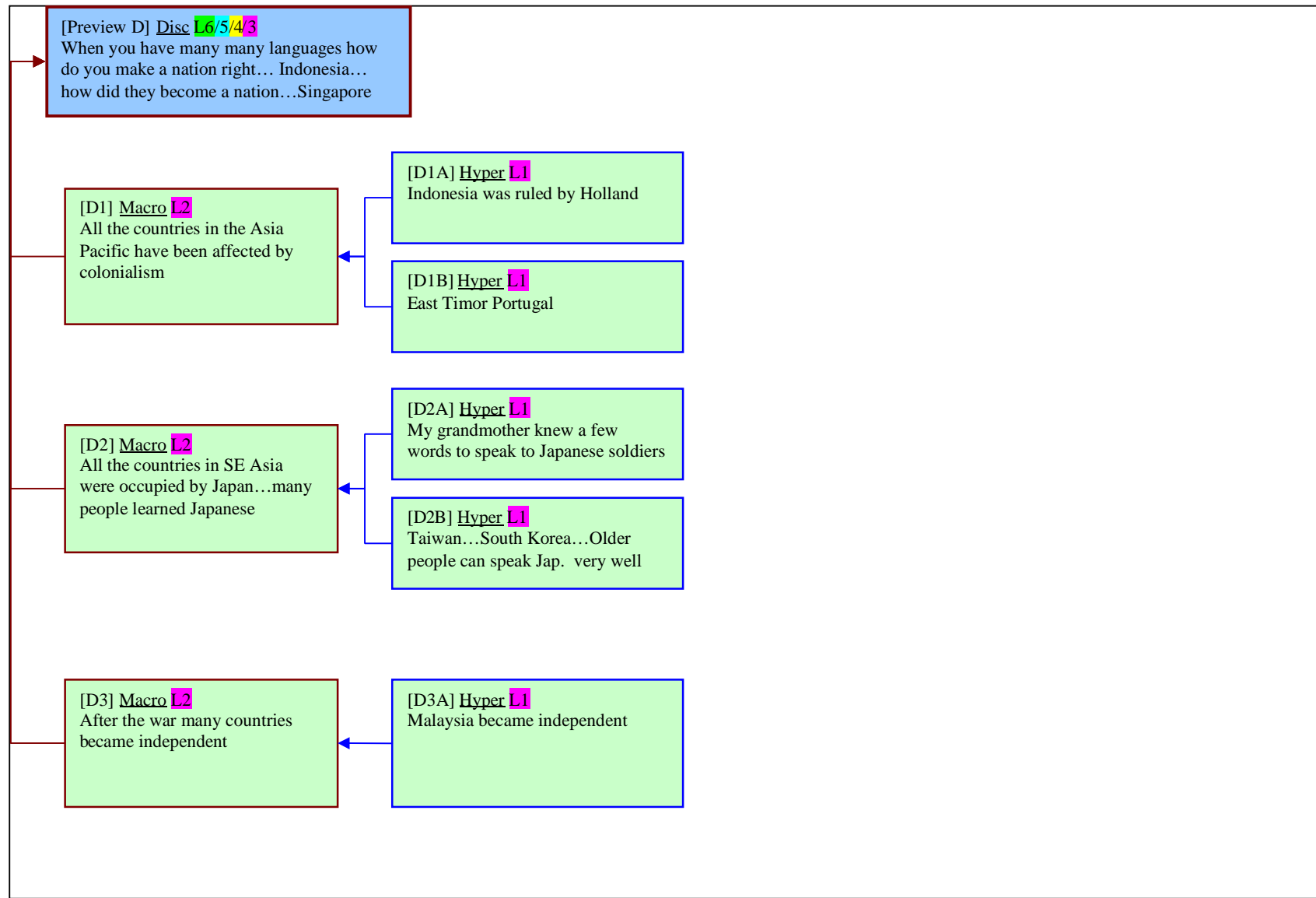
Table 2: Maximum depth of structure across higher-level phases in Topic Phase A of Lecture 2

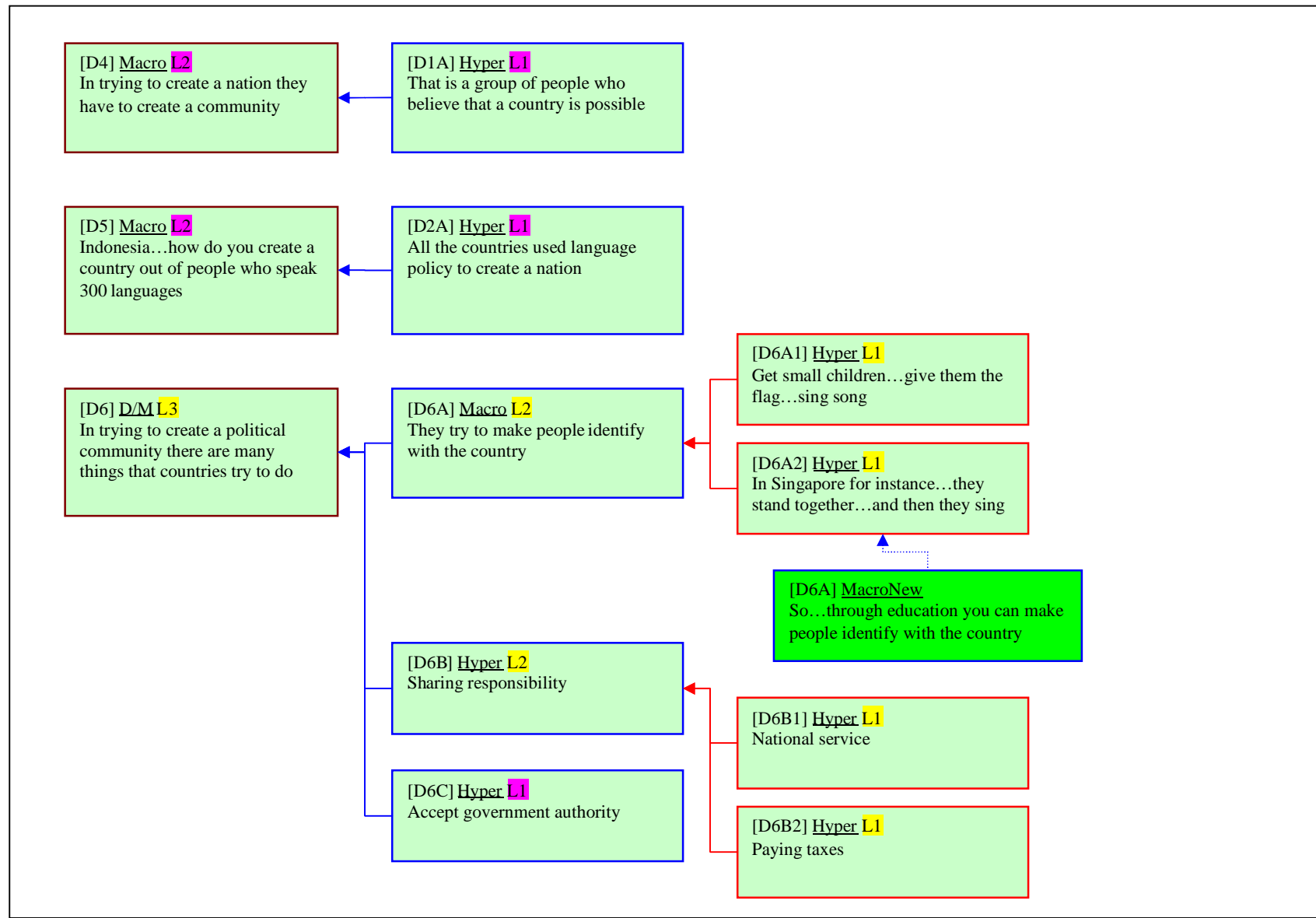
3.2.1.4 Deep Thematic Structuring in Lecture 4 (Lecturer B)

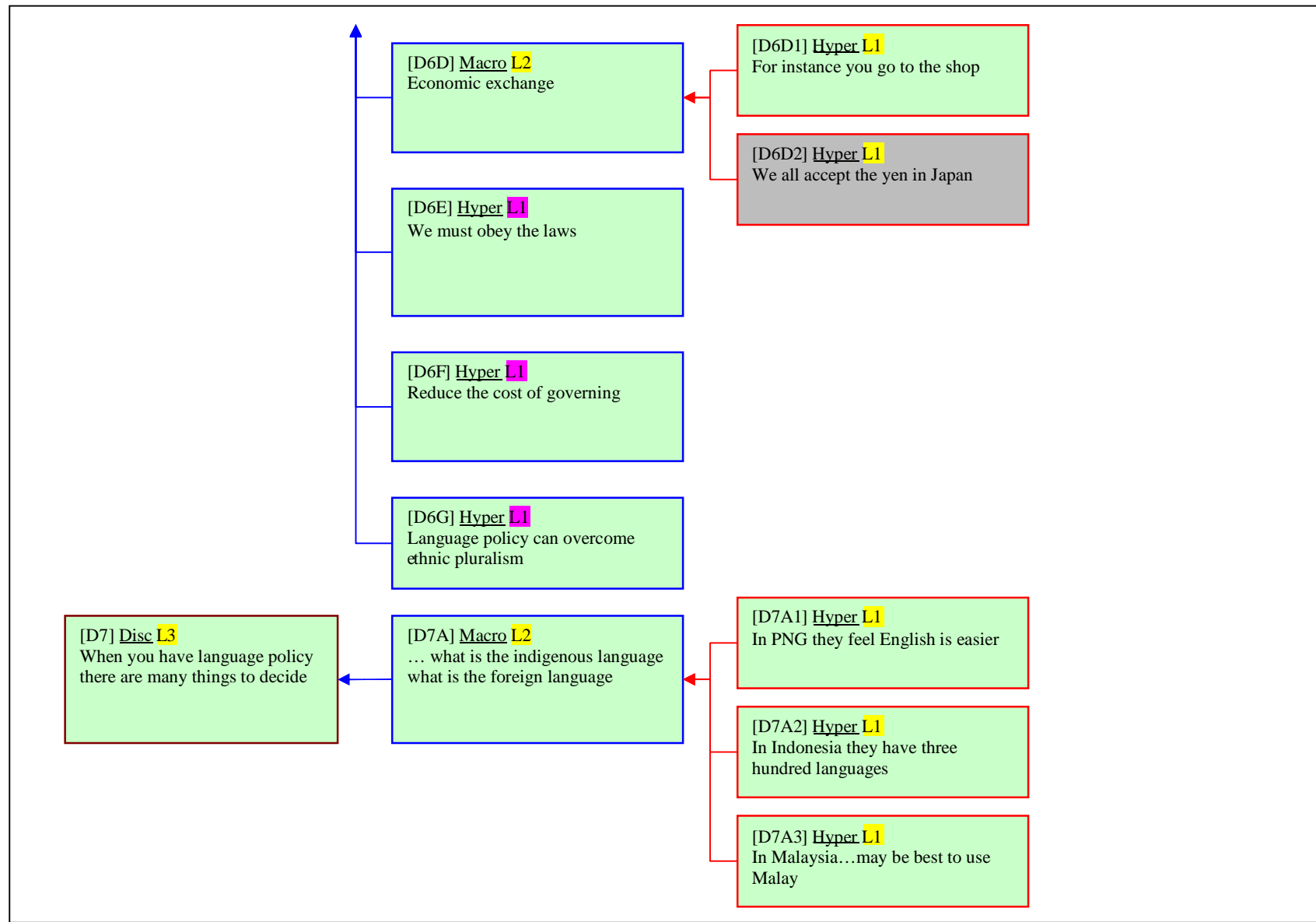
Figure 10 below (adapted from Appendix 16d) shows a second example of a deeply structured Topic Phase, this time from Lecture 4 by Lecturer B.

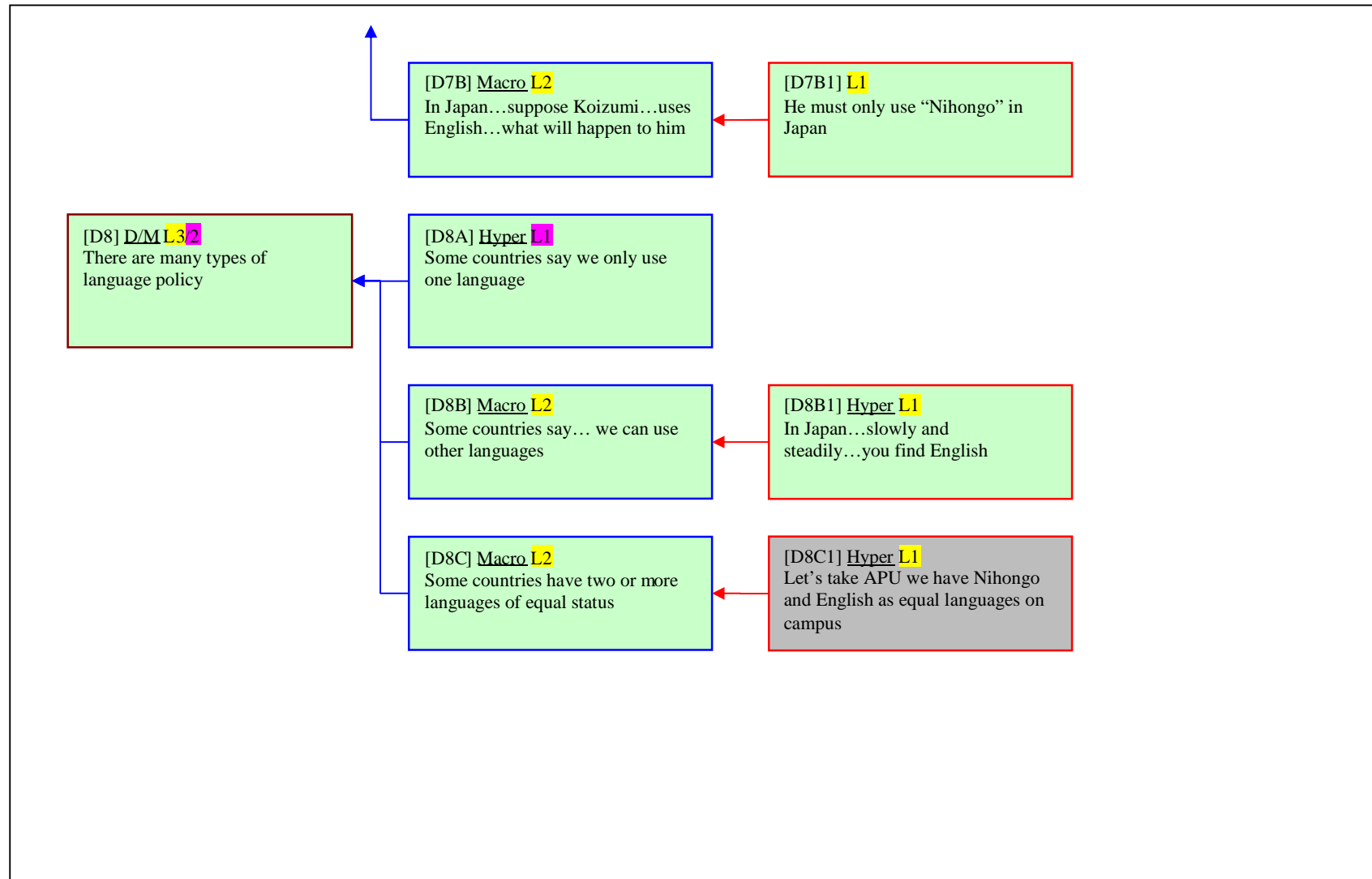
Key to Figure 10 (see following pages)

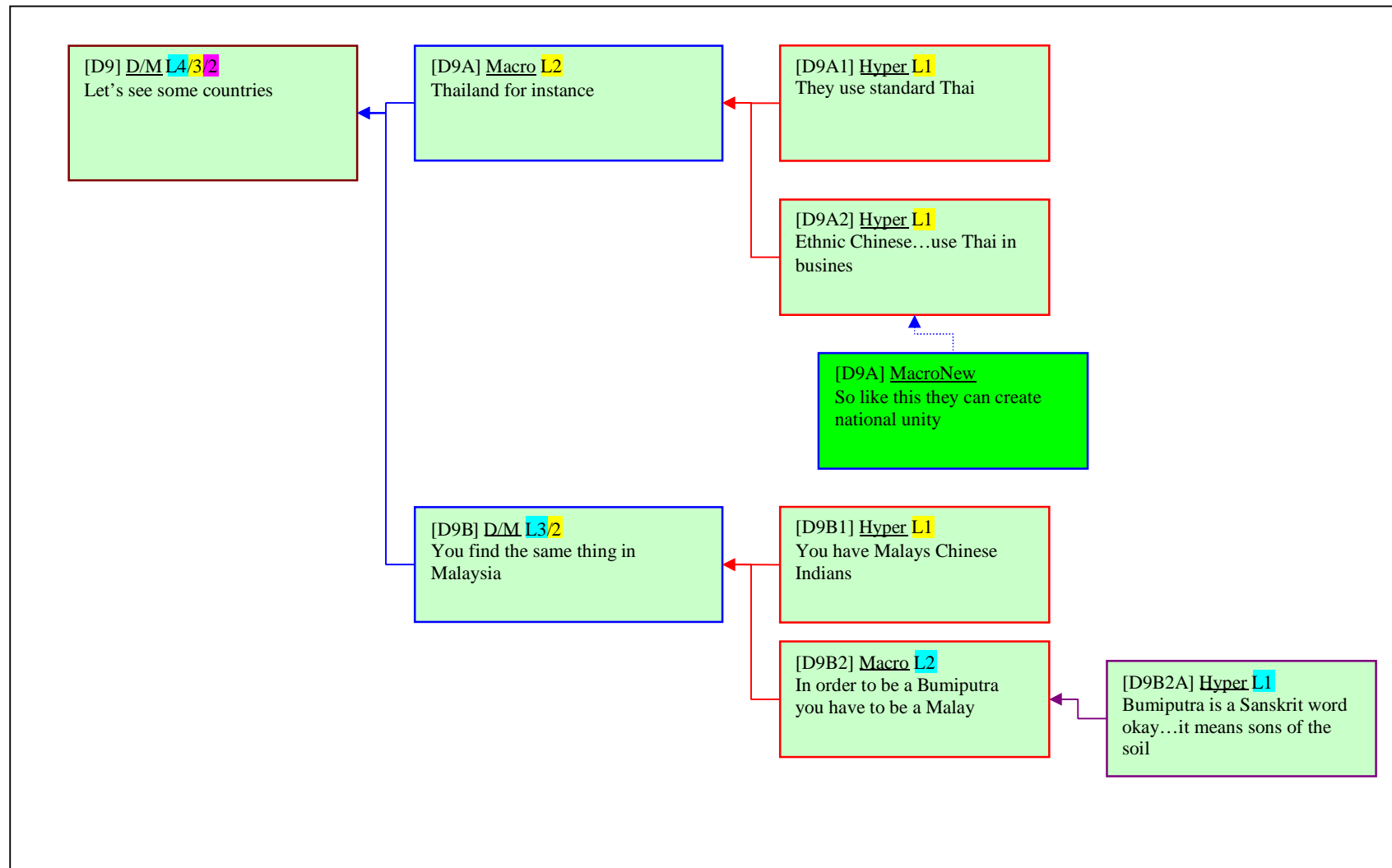


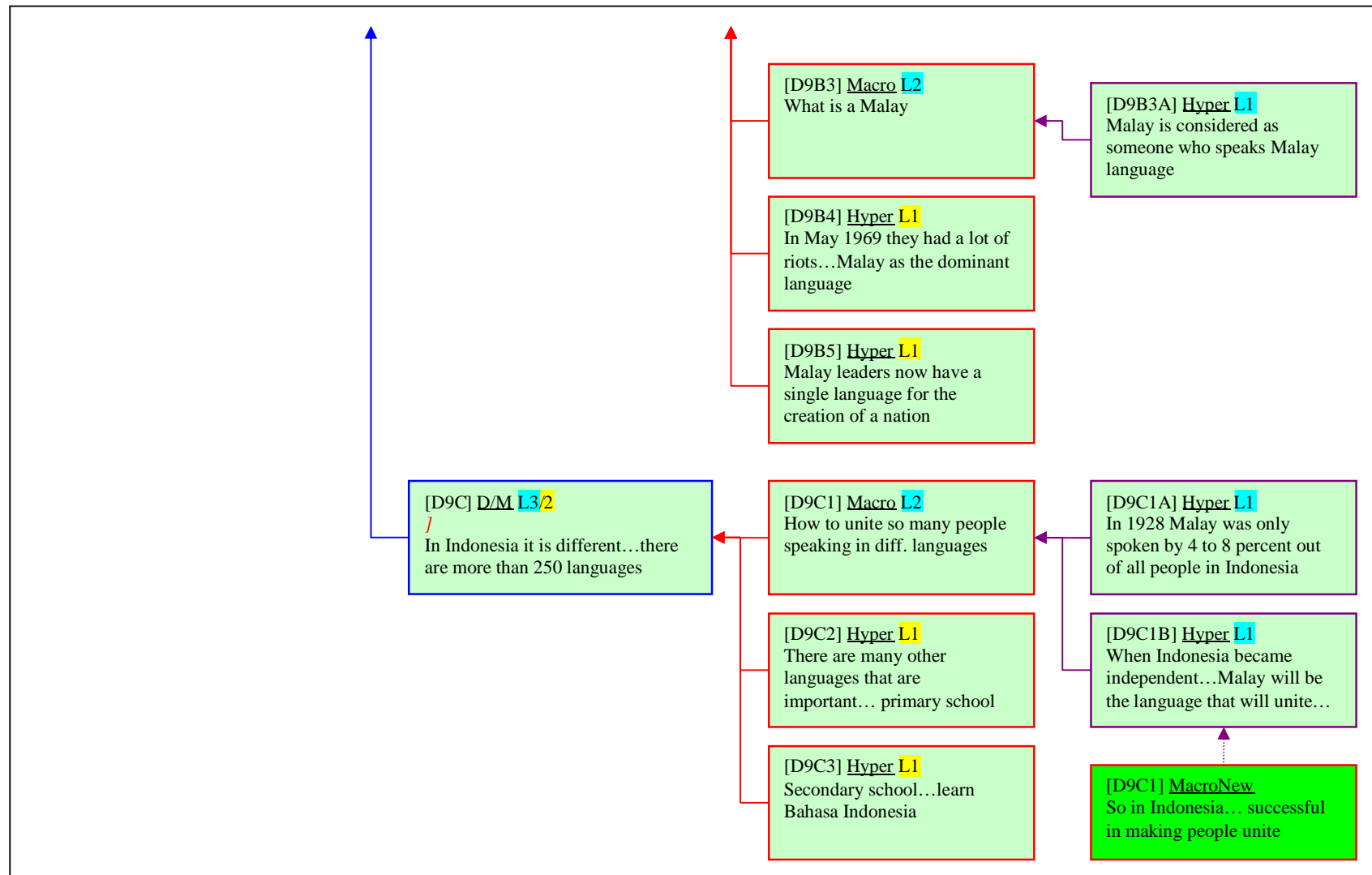


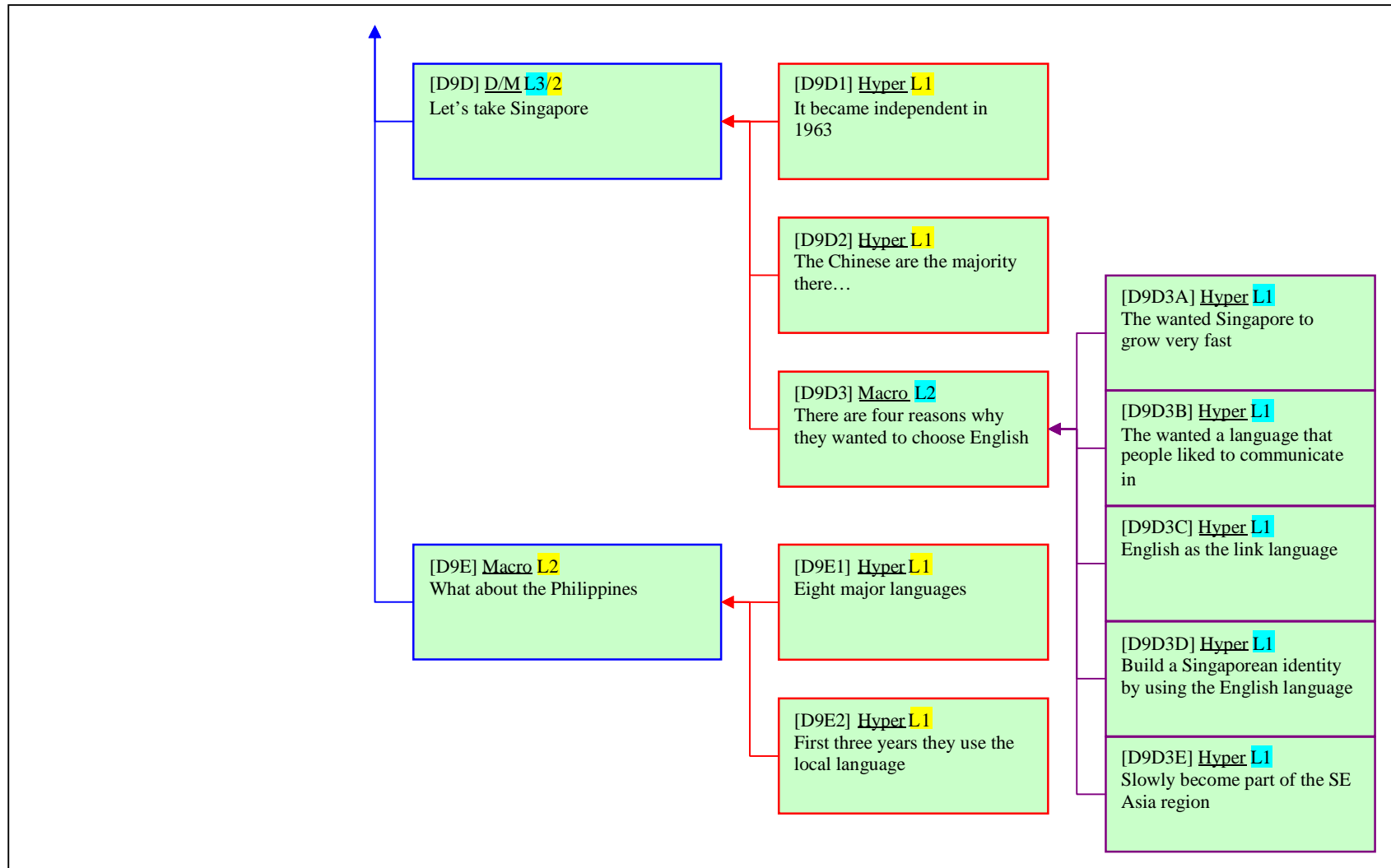












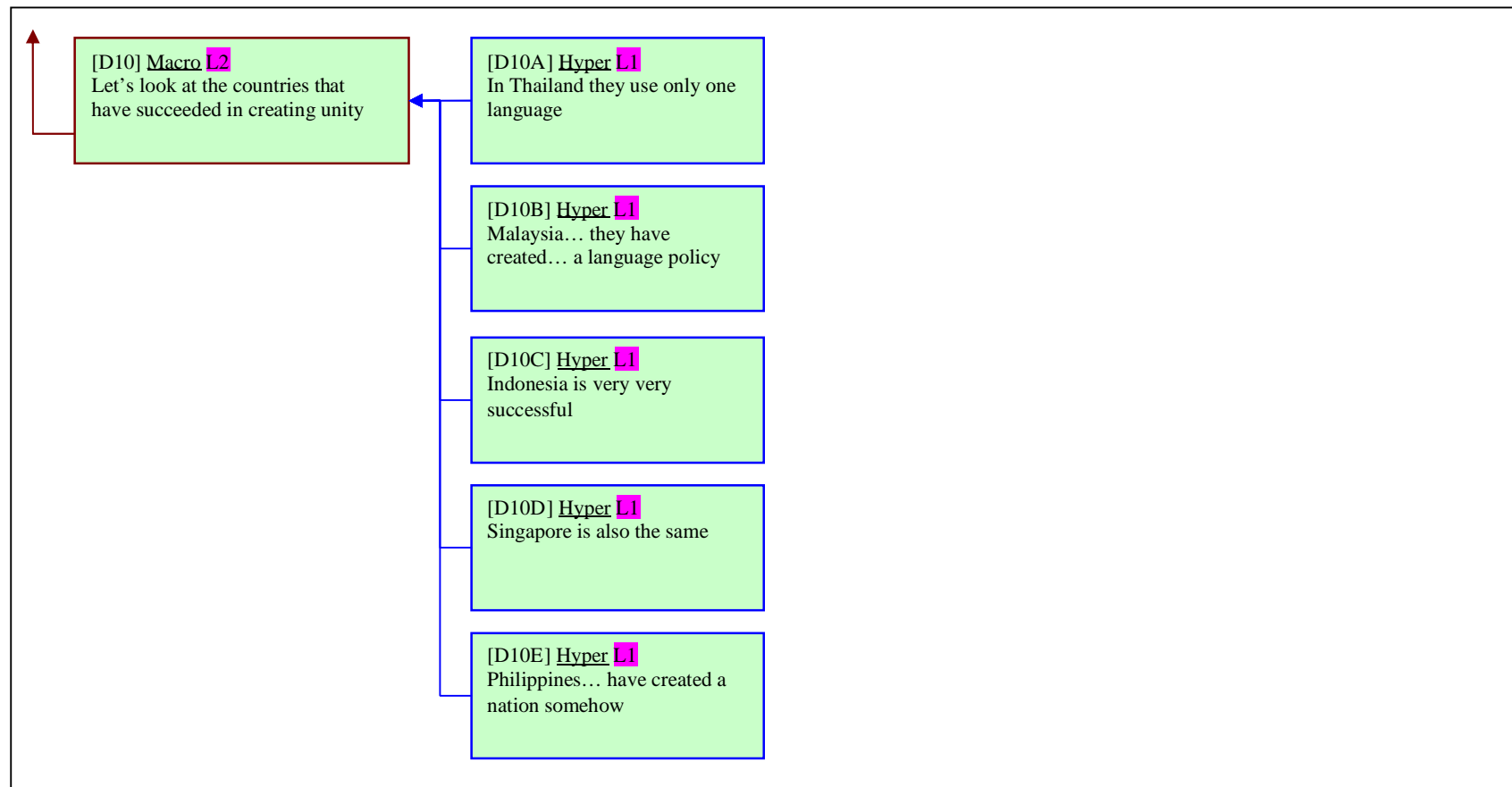


Figure 10: Diagrammatic overview of periodic structuring in Topic Phase D in Lecture 4

In this Phase, a top-level Preview (i.e. a discourseTheme) is elaborated by 10 higher-level Thematic structures, from D1 to D10. As with the deep Topic Phase from Lecture 2 shown above, Topic Phase D begins with a series of shallower Thematic structures that provide background to the central concern of this Phase, i.e. an explanation of how leaders in the Southeast Asia area used language planning to form nations in the post World War Two era (see for example, Phases D1-D3 which provide background to a number of countries in the region prior to their independence). From phase D4 the explanation proper begins with the lecturer identifying the different means by which leaders managed the process of nation building, including creating a sense of community (see D4), overcoming language diversity (D5), creating a sense of political community (D6) and implementing language planning policies (D7). These phases are then followed by examples of specific nations to illustrate the ways that language policies were applied in the region, including a typology of language policies (in D8), specific country examples (in D9) and, finally, an evaluation of each country's success with nation building (see D10).

As Figure 10 shows, the depth of structuring gradually increases as the Topic Phase unfolds. In the first five higher-level phases (D1 to D5), for example, the text is constructed of the minimal three-layer structures which, as mentioned above, were found to be the basic Thematic “building blocks” of Topic Phases in the four lectures. From D6, however, the depth increases to four layers of structure (see phases D6 and D8, for example) and then to five layers (see D9), before decreasing again to three-layers in the final phase (D10). As with the Topic Phases observed in other lectures, the deeper structures display greater complexity in their development, with Thematic “branches” terminating at various levels of structure. Phases D6 and D8 for example, contain Thematic phases that terminate at three and four layers and D9 contains Thematic phases that terminate at four and five layers of structure. The other phases, i.e. D7 and D10, are simpler in their organization, with all hyperThematic phases terminating at a single level, i.e. four layers in D7 and three layers in D10. These patterns of organization confirm the findings of the analyses of Topic Phases in other lectures mentioned above, in which two basic types of Thematic organization could be identified, including: 1) simple structures

in which hyperThematic phases all terminate at the same level and; 2) more complex structures in which hyperThematic phases terminate at different levels of structure.

Comparing the patterns of deep structuring across the four lectures, Table 3 below shows the maximum depth of structure observed across each Topic Phase in the four lectures. As the Table shows, Lectures 1 and 2 by Lecturer A display deeper structuring overall than Lectures 3 and 4 by Lecturer B. The Table also shows that the maximum depth of structuring is roughly consistent across Topic Phases in each set of lectures, i.e. the lectures given by Lecturer A are elaborated to a maximum depth of 6-7 layers across Topic Phases while the lectures given by Lecturer B are elaborated to a maximum depth of 4-5 layers of structure. It is also possible to observe, in Table 3, at least two phases that are elaborated to only two layers of structure (see for example, Topic Phase D in Lecture 3 and Topic Phase E in Lecture 4, both highlighted in yellow). These phases will be explored in more detail later in this section.

Lecture	Topic Phase & Depth of Structure (in layers)					
	A	B	C	D	E	Max. Depth
1 (A)	5	7	7	-	-	7
2 (A)	7	7	-	-	-	7
3 (B)	5	5	4	2	-	5
4 (B)	3	4	4	5	2	5

Table 3: Maximum depth of Thematic structuring identified in the four lecture texts

3.2.1.5 Thematic Structuring: Summary of Findings

Considering the findings just presented, what can be concluded at this point in the analysis as to the general principles of structuring by which lectures might be organized? Firstly, at higher levels of structure, the findings support the hypothesis that “Topic Phases” are key building blocks of lectures, at least from the perspective of periodicity, since all four texts analyzed in this study were organized around these large-scale structures. At the next level down, i.e. at one level below the “surface” of Topic Phases, the four texts were made up of additional levels of Thematic foreshadowing that extended, in some cases, to a depth of seven layers. In view of this finding it is possible to hypothesize that multiple foreshadowing of Thematic material is a key principle of

periodicity in these four lectures and, therefore, it is likely to be a key feature of periodic structuring in other, similar lectures. It also seems possible to hypothesize from the findings that variation in the depth and complexity of Thematic structuring, as seen in the examples presented above, might also be a key feature of the textual organization of other lectures. Finally, it is useful to propose that at the lowest levels of the discourse, three-layer structures consisting of hyper, macro and discourseThemes are a basic Thematic building block of lectures, since all four lectures were found to be made up of such structures at their shallowest points.

3.2.2 New Structuring in Topic Phases

As mentioned earlier, one other consistent feature of the patterns of periodicity observed in the four lectures analysed in this study was that, in each Topic Phase of each lecture, at least one discourse-level phase was found that functioned as an instance of “New”. As mentioned above, “New” refers to spans of text consisting of one or more clause complexes that reiterate or revisit material which was previously presented as “New” either at clause level or at higher levels in the text. As Table 4 below, shows, however, instances of “New” occurred relatively infrequently in the four lecture text under consideration. In most cases, for instance, only one, two or three instances were found to occur across an entire Topic Phase. Furthermore, no instances of phases that might be categorized as “hyperNew” were identified in any of the lectures. As the Table shows, it was more common to find hierarchies of periodicity that were formed from instances of higher-level New such as macroNew or discourseNew. The possible reasons for this finding will be discussed in more detail below, along with examples of macro and discourseNew from the lectures given by Lecturers A and B. For a more detailed account of each of these phases, see spans of text highlighted in green in Appendices 9-12.

	hyperNew	macroNew	discourseNew
Lecture 1			
Phase A	0	2	1
Phase B	0	5	4
Phase C	0	7	0
<i>Total</i>	<i>0</i>	<i>14</i>	<i>5</i>
Lecture 2			
Phase A	0	3	1
Phase B	0	1	1
<i>Total</i>	<i>0</i>	<i>4</i>	<i>2</i>
Lecture 3			
Phase A	0	1	1
Phase B	0	1	2
Phase C	0	0	0
Phase D	0	2	0
<i>Total</i>	<i>0</i>	<i>4</i>	<i>3</i>
Lecture 4			
Phase A	0	0	1
Phase B	0	1	0
Phase C	0	1	1
Phase D	0	3	0
Phase E	0	1	0
<i>Total</i>	<i>0</i>	<i>6</i>	<i>2</i>

Table 4: Summary of New structures identified in Lectures 1-4

3.2.2.1 MacroNew Structure in Lecture 3 (Lecturer B)

Example 19 below shows an extract from Topic Phase B of Lecture 3 that contains an instance of macroNew. As the Example shows, the span in question opens with a macroTheme, B1, which foreshadows further elaboration of the subject of Japan's bid to host the 2002 Football World Cup (see text highlighted in yellow at the top of the Example). The macroTheme is then followed by four hyperThematic phases that elaborate on the reasons why Japan was confident of its bid to host the cup (see text highlighted in green in the Example). At the very end of the span a group of four clause complexes unfolds that serves as macroNew, summarizing topical material developed over the preceding phases (see text highlighted in blue below). This span can be seen as macroNew in that it references material developed over all four hyperThematic phases, not just the final hyperThematic phase, B1D. From this instance of macroNew, it can be concluded that the point of this entire phase is to present the view that the Japanese or more specifically, the Japanese Football Association, was confident of its bid to host the

cup and Japan, for a number of reasons, could be seen as a very successful country that was capable of hosting such a tournament.

[macroTheme B1]

NOW IF YOU LOOK AT THE HISTORY | THE READINGS THAT I HAVE GIVEN YOU | YOU WILL FIND THAT JAPAN WAS ONE OF THE FIRST COUNTRIES IN FACT THE FIRST ASIAN COUNTRY WHICH AH AH IN AH IN NOVEMBER 1989 IT SAID IT WANTS TO DO THE WORLD CUP | IT WANTS TO BE THE FIRST COUNTRY IN ASIA TO HOST THE WORLD CUP | AND THEY WERE VERY VERY | AH AH AT THAT TIME ONLY JAPAN WAS ABLE TO ORGANIZE | BECAUSE JAPAN BY THAT TIME WAS CONSIDERED THE SECOND RICHEST NATION IN THE WORLD | AS YOU KNOW JAPAN'S ECONOMY HAD BECOME VERY BIG IN THE WORLD | AND IN THE ENTIRE ASIA JAPAN WAS THE LEADING ECONOMY [11:07:00] ||

[hyperTheme B1A]

and at that time Joao Havelange it's a Brazilian name | he was the president of FIFA | and he supported Japan quite a lot | and Japan felt that with the strong support of the president of FIFA | it is no problem to get World Cup to be brought to Japan ||

[hyperTheme B1B]

and then of course ah ah ah ah Japan also I mean listening to the president of FIFA organized the under seventeen championship in 1993 | to show to the world that it is capable of organizing football tournaments world level football tournaments ||

[hyperTheme B1C]

and also at this point you find that everybody knew that Japan is economically wealthy | they won't be stingy they will spend quite a lot of money | to organize a good World Cup | if it is given ||

[hyperTheme B1D]

and if you look at Japan | because [11:08:00] if you look at all the football fields | you find that a lot of advertisements | you find that they are major sponsors of FIFA | three of them were from Japan like Fuji photo film Canon JVC | they were already sponsoring FIFA ||

[macroNew B1]

AND SO JAPAN FOOTBALL ASSOCIATION JFA FELT THAT IT IS NO PROBLEM | SINCE WE LAID THE CLAIM FIRST AND WE HAVE STARTED | AND WE ARE VERY SUCCESSFUL | AND SO THEY SAID WE WILL GET IT ||

Example 19: MacroNew phase from Lecture 3

3.2.2.2 DiscourseNew Structure in Lecture 1 (Lecturer A)

A second example of a “New” phase is provided in Example 20 below from Lecture 1 (by Lecturer A). In this example, the phase in question is an instance of “discourseNew”, i.e. it revisits material developed over the preceding discourseThematic phase, B2A3D. At the very top of the Example, for instance, a discourseTheme (highlighted in yellow) is found that foreshadows additional elaboration of the guidance given by the Ministry of International Trade and Industry (mentioned previously in the text) to companies during

the period of high-speed economic growth in Japan. As the text unfolds, we learn that one of the ways in which guidance was given was through the practice of “*Amakudari*” (see text highlighted in green, for instance). The identification of “*Amakudari*” foreshadows additional elaboration of this term at lower levels of structure and, as the text shows, a hyperThematic phase follows in which “*Amakudari*” is defined. This entire span, then, is organized into a three-layer Thematic structure consisting of a top-level discourseTheme (highlighted in yellow), which is elaborated by one macroTheme (highlighted in green) and one hyperTheme (highlighted in blue). Immediately following the HyperTheme, a span of text consisting of two clause complexes can be seen that serves as an instance of discourseNew, that is, it reaches back and reiterates meanings developed over the entire phase. This can be confirmed by the semantic chains that develop from the lexical items “ministries/government” and “companies/private industry” (highlighted in grey), which operate across the entirety of the span shown here.

[discourseTheme B2A3D]
THERE’S ALSO GUIDANCE | THE MINISTRIES WERE VERY GOOD AT GIVING ADVICE TO COMPANIES ||

[macroTheme B2A3D1]
A LOT OF THE TIME THIS WAS DONE THROUGH THE AMAKUDARI SYSTEM | IF YOU STAY A LONG TIME IN JAPAN | YOU WILL HEAR ABOUT AMAKUDARI ||

[hyperTheme B2A3D1]
it literally means Buddha descending from heaven okay | but the idea is that when *um* / ministry officials get up to a certain level | they retire very young when they are about fifty go to work in private companies | and they provide a link between the private companies and the government | so information can go backwards and forwards ||

[discourseNew]
SO THE GOVERNMENT WAS ACTUALLY LINKED TO THESE *UM* COMPANIES THROUGH FORMER MINISTRY OFFICIALS THAT ACTUALLY USED TO WORK FOR THE GOVERNMENT | AND LATER MOVED INTO PRIVATE INDUSTRY ||

Example 20: DiscourseNew phase in Lecture 1

3.2.2.3 New Structuring: Summary of Findings

What do these findings suggest, then, about the key principles of structuring in the four texts, if analyzed from the perspective of periodicity? Firstly, it would appear that all four lectures display, at some points in their development, the wave-like patterns of Theme and New that the literature suggests are used to organize information in texts (see for

example, Martin 1992, 1994). Thus it is possible to propose that some forms of speech, such as lectures, are organized around the same patterns that have been shown to organize writing. What the findings also show, however, is that “New” phases occur relatively infrequently in all the lectures presented for analysis and that “New” phases occur at deeper levels of structure within the texts, for example within macro or discourseNew phases. This is perhaps not surprising, considering that the depth of Thematic structuring in all four texts was found to extend from three to seven layers.

As for the relatively infrequent use of “New” in the four lectures, at least two possible reasons suggest themselves. Firstly, this phenomenon may be related to temporal restrictions that govern lecture talk and other forms of speech in which a large amount of material must be delivered within a limited period of time. It may be the case, for example, that the lecturer simply does not have time to explain every point that he wishes to make by inserting “New” phases throughout the text. Secondly, it may be the case that the lecturer takes the view that some points are established as fact, i.e. that they are “Given”, and as such, do not require further elaboration through “New” phases. This possibility will be addressed in more detail in Chapter 4, in which Topic Phases are analyzed from a genre perspective.

In general, then, it seems valid to hypothesize that lectures will be organized at some points in their development around the Given-New structures that have been found to organize written texts. It also seems likely, however, that the extent of this type of structuring will vary from lecture to lecture and may be influenced by other considerations, such as the overarching purpose of the lecture. Furthermore, considering the depth of structure observed in the four lectures analyzed in this study, the findings suggest that any instances of “New” will be found at the “macro” and/or “discourse” level of structure in lecture texts rather than at the lowest or “hyperNew” level.

3.3 Variation in Patterns of Periodicity

While it is possible to propose the features mentioned above as “constants” in the textual development of lectures, the findings are also suggestive of several points of possible

variation between lecture texts. These points of variation typically arise where a feature is present in one Topic Phase or one lecture, but not in others, and raise issues for the generalization of the findings beyond the four lectures presented here. These issues include the phenomenon of loosely structured Topic Phases and the presence of interpersonal “moments” which do not appear integral to the periodic or informational structure of the text. Examples of each type of “issue” will be presented in the following sections to illustrate their function within the texts under consideration.

3.3.1 Weak Foreshadowing in Topic Phases

One key difference observed in the four lectures was the phenomenon of loosely structured Topic Phases. In each lecture, for instance, it was possible to identify in at least one Topic Phase, higher-level Thematic material that was not especially anticipatory of what was to come in the text. As the following examples will show, at least three different types of such Theme-related phenomena could be observed, including: 1) spans that only “weakly” foreshadow what is to come, that is, the connection between the span and what follows is not explicitly announced due to a missing element of structure (in which case it is left up to the listener to discover or to supply such material); 2) spans which seem likely, when first encountered, to foreshadow what is to come, but which are revealed, as the text unfolds, as not performing this anticipatory function and; 3) spans which act as forms of “delayed” foreshadowing – i.e. they anticipate what is to come, but the anticipated material only comes after other matters have been dealt with. These types of “weak” foreshadowing mean that some Topic Phases come across as less integrated Thematically than others. Examples of each type of structuring are provided below.

3.3.1.1 Missing Elements of Structure

Turning firstly to spans of text in which the listener is left to discover or supply a Thematic connection, Example 21 below shows the opening phases of Topic Phase C from Lecture 4 by Lecturer B. As the extract shows, the text does not appear to contain any top-level discourse Theme that might serve as a Preview Phase, foreshadowing the development of other higher-level structures that unfold across the opening sequences of this text. As the Example shows, for instance, the first macroThematic phase (C1), which

deals with the topic ‘*languages have many different languages within them*’ essentially comes “out of the blue”, i.e. there was nothing earlier in the spoken text which might have foreshadowed that a span of the text would be “about” this subject. In the same way, there is nothing to be found earlier in the spoken text which foreshadows the following macroThematic phase (C2) which is concerned with the observation that ‘*many languages can have a common script*’. If the written material (i.e. the handout) for this lecture is viewed, however, it is possible to determine that the central concern of this phase is ‘*Languages and Their Functions in Society*’ (see handout text highlighted in yellow and inserted in the red box at the top of Example 21). In this instance phases C1 and C2 might be seen as elaborating on this subject by providing examples of how languages function in society. Thus it is left up to the listener to establish the connection between these spans with different outcomes possible depending on whether the spoken text only is monitored or whether it is monitored in conjunction with the lecturer’s written materials. What this finding shows, then, is that the degree of foreshadowing in lectures may vary, depending on whether the spoken text is considered (in which case the phases shown above can be seen as “un-foreshadowed) or whether the written text is considered (in which case the phases above can be seen as foreshadowed).

[Topic Phase C]

[No preview in spoken text, but handout shows the following]

III. Languages and Their Functions in Society

- Many languages possible even within a language.

Most languages may have a common script, but many spoken varieties.

Example: English, Japanese.

[macroTheme C1]

SO LETS SAY MANY LANGUAGES | YOU FIND THAT IF YOU TAKE ANY LANGUAGE | THERE’S A THERE WILL BE MANY MANY LANGUAGES WITHIN THEM ||

[hyperTheme C1A]

like many a time we use the word Chinese [writes on the blackboard] | [--] I learn Chinese [writes on the blackboard] | is Chinese a language | if you say you are Chinese | it has many many languages within that |

<p>[hyperTheme C1B] sometimes you say I learn Japanese is Japanese one language or many languages you must ask so within Japanese you go to different parts of Japan you speak differently </p> <p>[macroTheme C2] BUT OF COURSE MANY LANGUAGES CAN HAVE A COMMON SCRIPT </p> <p>[hyperTheme C2A] like like you go all over China you write only in one script </p>

Example 21: Topic Phase from Lecture 4 with missing element

3.3.1.2 Weak Foreshadowing of Thematic Material

A second type of “weak” foreshadowing observed in some Topic Phases concerned higher-level Thematic material that appeared to foreshadow what was to come but, as the text was elaborated, was not found to perform this function. Example 22 below shows the text of one such span from Lecture 3 by Lecturer B. As the Example shows, the Topic Phase opens with material in the Preview that presents itself as a likely discourseTheme, i.e. the topic of why FIFA made the co-hosting arrangement involving Japan and Korea (see text highlighted in yellow). What is found as the text unfolds, however, is that the following spans have nothing to do at all with the co-hosting issue, that is, no reference can be found to “co-hosting” in any Theme or any Rheme in the immediately subsequent text, meaning that the Preview material potentially gives rise to “false” expectations as to what is to follow by essentially foreshadowing a Thematic orientation that does not come to pass.

Exploring this span more closely, the text immediately subsequent to the Preview reveals another higher level Theme (as it turns out, a macroTheme) which suggests that what is to follow is likely to be about Japan being the first Asian nation to bid for the Cup, the reason for this being Japan’s wealth at time (see text highlighted in green below). This expectation appears to be confirmed in the text immediately following, in which Japan occurs in the Theme (see text highlighted in blue) and Rheme (see text highlighted in pink) of hyperThematic phases B1A to B1D. This span is complicated, however, by the sudden appearance of “Havelange” as Theme in B1A (see text highlighted in grey) and by a shift towards “the under seventeen championships” in B1B. In both cases it is left up

to the listener to supply the connection as to the reason why Japan made the bid, so again preceding higher-level material can only be seen as “weakly anticipatory” of what is to come in the text. It is not until phase B1C that a stronger connection can be established with preceding material, for instance, a direct connection can be made between Japan being economically wealthy and material in the preceding macroTheme which points towards such an orientation (see text highlighted in green in B1 and B1C). In summary, then, the Topic Phase shown starts with what appears to be a discourseTheme, i.e. ‘*Let’s go on to the second part, why co-host the world cup*’, which as it turns out does not foreshadow what comes immediately after. This is then followed by a macroTheme which is only weakly anticipatory in that it is left up to the listener to supply the Thematic connection between subsequent material and material in the macroTheme, i.e. the listener is left to interpret the span as providing another reason (alongside its wealth) as to why Japan made the bid for the cup hosting rights.

[Topic Phase B: Preview] (L3)

LET’S GO TO THE SECOND PART | **WHY CO-HOST THE WORLD CUP** ||

[macroTheme B1] (L2)

NOW IF YOU LOOK AT THE HISTORY | THE READINGS THAT I HAVE GIVEN YOU | YOU WILL FIND THAT **JAPAN WAS ONE OF THE FIRST COUNTRIES IN FACT THE FIRST ASIAN COUNTRY WHICH AH AH IN AH IN NO-NOVEMBER 1989 IT SAID IT WANTS TO DO THE WORLD CUP** | IT WANTS TO BE THE FIRST COUNTRY IN ASIA TO HOST THE WORLD CUP | AND THEY WERE VERY VERY |AH AH AT THAT TIME ONLY JAPAN WAS ABLE TO ORGANIZE **BECAUSE JAPAN BY THAT TIME WAS CONSIDERED THE SECOND RICHEST NATION IN THE WORLD** | AS YOU KNOW JAPAN’S ECONOMY HAD BECOME VERY BIG IN THE WORLD | AND IN THE ENTIRE ASIA JAPAN WAS THE LEADING ECONOMY [11:07:00] ||

[hyperTheme B1A] (L1)

and at that time Joao Havelange it’s a Brazilian name | **he was the president of FIFA** | and **he** supported **Japan** quite a lot | and **Japan** felt that with the strong support of the president of FIFA | it is no problem to get World Cup to be brought to **Japan** ||

[hyperTheme B1B] (L1)

and then of course ah ah ah ah Japan also I mean listening to the president of FIFA organized the under seventeen championship in 1993 | to show to the world that **it** is capable of organizing football tournaments world level football tournaments ||

[hyperTheme B1C] (L1)

and also at this point you find that everybody knew that Japan is economically wealthy | **they** won’t be stingy they will spend quite **a lot of money** | to organize a good World Cup | if it is given ||

[hyperTheme B1D] (L1)
and if you look at Japan | because [11:08:00] **if you look at all the football fields** |
you find that a lot of advertisements | you find that **they** are major sponsors of
 FIFA | three of them were from **Japan** like Fuji photo film Canon JVC | **they** were
 already sponsoring FIFA ||

Example 22: Weak foreshadowing in a span of text from Lecture 3

To what extent, then, were the types of weak foreshadowing just outlined found to be a feature of Topic Phases in this and the other lectures presented for analysis? As the Topic Phase analyses in Appendices 9-12 show, instances of weak Thematic foreshadowing could be found in two other Topic Phases in Lecture 3. In Topic Phases A and D of Lecture 3, for instance, the discourseTheme that serves as the Preview seems to foreshadow Thematic orientations that do not come about. This phenomenon was also observed in two other lectures analyzed in this study, including Lecture 4 by Lecturer B (see Topic Phases D and E) and Topic Phase A of Lecture 2 by Lecturer A (which will be explored in more detail below). Overall, significantly more instances of such foreshadowing were observed in the lectures given by Lecturer B, with three out of four or 75% of Topic Phases in Lecture 3 opening in this way and two out of five or 40% of Topic Phases in Lecture 4 exhibiting such patterning. In each case expectations as to what is to follow are not met, leaving the listener to supply the necessary connections. In contrast, the lectures give by Lecturer A appeared to be more “tightly” integrated Thematically, with only one instance of weak foreshadowing observed in Lecture 2. As with the examples shown above, Thematic connections were left implicit, i.e. they were left up to the listener to discover or supply. What these findings suggest, then, is that the degree of foreshadowing of Thematic material, especially during the opening sequences of Topic Phases, gives rise to another point of possible variation in the periodic structure of lectures. From this finding, then, it might be hypothesized that lectures more generally will display such structuring, with some lectures coming across as more tightly structured and others as more loosely structured Thematically at the Topic Phase level. Additionally, such findings also raise the question of whether such patterns of “weak foreshadowing” might result in lectures which are more difficult to follow or are at least more demanding of the listener, i.e. they may place more demands on the listener to determine the logic of

such sequences. Such questions, however, must remain the subject of further analyses of university lectures. The objective in the present study is to establish the key principles by which the four lectures are structured in terms of periodicity rather than to explore issues of comprehensibility that such patterns of structuring might raise.

3.3.1.3 Delayed Foreshadowing of Thematic Material

A third type of “weak foreshadowing” which was observed in the four lectures involved some form of “delay”, that is, higher-level Thematic material could be observed that was anticipatory of what was to come, but the anticipated material turned up only after other topics had been dealt with. Example 23 below shows the text of such a span from Topic Phase A in Lecture 2. In this instance the Phase opens with a top-level discourseTheme (highlighted in yellow) that serves as the Preview for Topic Phase A, foreshadowing some form of explanation that is concerned with outlining the ‘*origins of theme parks*’. From the Preview, it might also be expected that this overarching theme will be additionally elaborated through one or more higher-level phases that deal with subjects such as ‘*expositions in the 19th century*’, ‘*museums*’, ‘*funfairs*’ and ‘*other influences*’ (also see text highlighted in yellow). What is found as the text unfolds, however, are two macroThematic phases that do not clearly reference the Thematic material just outlined. Instead, they provide a categorization of theme parks as examples of “*big business*” (see macroTheme A1 highlighted in green below) and a typology of theme parks (see macroTheme A2 highlighted in blue), which provide “background” or “orientation” to the subject under discussion. As the extract below shows, it is only after dealing with these topics that the lecturer returns to the topic of the “origins” of these parks. In this case the listener might be led to expect that the overarching topic is going to be the origins of these Parks, and that that topic is going to be taken up, but only after some background/definitional material is supplied. In such instances, then, the top-level discourseTheme can be seen as foreshadowing, but only at “a distance”, i.e. the listener has to wait for the expectation as to subject matter to be realized.

[Topic Phase A: Preview]

[#] *um* [#] BASICALLY I'LL BE TRACING BACK THE ORIGINS OF THEME PARKS [2:00] TO A NUMBER OF DIFFERENT THINGS EXPOSITIONS IN THE 19TH CENTURY MUSEUMS OF COURSE FUNFAIRS THE SEASIDE TOURISM AND *um* OTHER INFLUENCES AND SO ON | [--] this has finally appeared | [PC sound] *oops* it didn't like that | (inaudible) something disappeared (inaudible) | [#] okay *ah* [#] come here | [#] right here we go ||

[macroTheme A1]

[#] OKAY THEME PARKS ARE OBVIOUSLY BIG BUSINESS ||

[hyperTheme A1A]

um **the world's largest tourist attraction is actually** [3:00] **Disneyland in Florida** | the only thing that comes anywhere near it is *um* Las Vegas of course in Nevada (inaudible) this one good | [#] it attracts thirty million customers a year | *um* that is huge | that is much bigger than many country's entire international tourism market ||

[hyperTheme A1B]

[--] **the largest attraction in Japan is actually Disney as well** | that's in Tokyo | *um* Disneyland in Tokyo attracts 16 million customers a year | *um* this is huge | Beppu attracts 12 million strangely enough making it probably the second biggest attraction in Japan [la] | but I don't think they spend as much money here as they do in Disneyland ||

[macroTheme A2]

um THERE ARE VARIOUS KINDS OF PARKS CALLED THEME PARKS [4:00] | *um* JUST A SORT OF TYPOLOGY TO START OFF WITH *um* ||

[hyperTheme A2A]

there's amusement parks obviously which offer mainly rides | this is an old tradition in *ah* tourism ||

[hyperTheme A2B]

um **there's theme parks offering similar amusements** | a lot of rides but organized around a single theme of course | and so we've got California Disneyland Tokyo Disneyland fall into this category ||

[hyperTheme A2C]

and then there's the resort parks which include accommodation | *um* that includes the Euro Disneyland the Disney World in Florida also Huis Ten Bosch in *um* Nagasaki which basically has accommodation built in | it's a town accommodation within the town and a hotel complex as well ||

[...Topic Phase A: Preview]

[--] THE ORIGINS OF THESE PARKS ARE PRETTY COMPLEX | BUT THE MAIN INFLUENCES REALLY INCLUDE THE FOUR I'VE LISTED HERE | FIRSTLY OF COURSE MUSEUMS | AND I'LL BE TALKING A BIT ABOUT THE IN-OVERLAP BETWEEN MUSEUMS AND THEME PARKS [5:00] | THE INTERNATIONAL EXPOSITIONS OF EX-EXHIBITIONS | *um* EXPOS THEY'RE USUALLY CALLED | THE LAST ONE WAS IN AICHI IN 2005 IN NAGOYA OF COURSE | *um* THE NEXT ONE WILL BE IN SHANGHAI IN 2010 | *um* [-] *ah* THEN OF COURSE THERE IS TRADITIONAL HOLIDAY RESORT ENTERTAINMENT SUCH AS FUNFAIRS WITH THE RIDES | FINALLY A HUGE INFLUENCE HAS BEEN THE FILM INDUSTRY | BOTH BECAUSE OF DISNEY BUT ALSO BECAUSE OF SOME OF THE THEME PARKS BUILT AROUND THE FILM KINDS OF *um* THEMES | [--] SO I'LL JUST RUN QUICKLY OVER THESE IN TURN | *um* SOME OF THESE THEMES I'VE TOUCHED ON IN PREVIOUS LECTURES OF COURSE | THIS LECTURE KIND OF BRINGS THEM ALL TOGETHER | BECAUSE THEY *um* ALL FEED INTO THE MODERN THEME PARK ||

[discourseTheme A3]

MUSEUMS REALLY BECAME POPULAR FROM THE 18TH CENTURY ||

Example 23: Weakly foreshadowed span from Lecture 3

As the Topic Phase analyses of the four lectures shows, this phenomenon was found to be a feature of other Topic Phases in this lecture and, to varying degrees, a feature of Topic Phases in the other three lectures, i.e. Lecture 1 by Lecturer A and Lectures 3 and 4 by Lecturer B. In Topic Phases in Lectures 1 and 2, for example, Topic Phase Previews were frequently followed by a “background” phase which served to define, explain or recount the overarching subject to be addressed in each Phase. The same could be said for the lectures given by Lecturer B, as “background” or “orientation” phases were found to occur in both lectures, but only in the more developed Topic Phases in each lecture, for example, in Topic Phases B and C in Lecture 3 and in Phases B, C and D in Lecture 4. What these findings suggest, then, is that some Topic Phases are likely to come across as less integrated Thematically if they open with some form of “delayed foreshadowing” in the form of an “orientation” or “background” phase. Considering that this type of patterning was observed in some Topic Phases in some of the lectures analyzed in this study, it would then seem reasonable to hypothesize that this type of variation will also be a feature of the structure of other university lectures.

3.3.2 Digressions and Interludes in Topic Phases

Another point of variation observed in the way that the four texts were structured concerned spans of text that did not seem to be integral to the hierarchies of periodicity in which they were embedded. These spans could be “momentary”, i.e. they could span one or more clause complexes, or “extended”, that is, they could span one or more hyperThematic phases. Additionally, it was possible to propose further division of these two broad categories according to the focus of such spans, for instance, whether a span referenced Thematic or semantic material from the surrounding text, whether it was directed towards aspects of class management or whether it was directed towards interpersonal objectives. In total at least three main types of such spans were identified in the four lectures presented for analysis. Examples of each type are presented below. As the findings will show, such spans provide an additional mechanism for structuring lecture texts and often complemented the patterns of periodic structuring outlined above.

The findings will also show that instances of such spans turned up far more frequently in the lectures delivered by Lecturer B than in those delivered by lecturer A, indicating another point of possible variation between the two lecturers in the way that they organize their lectures.

Table 5 below provides an overview of the number and focus of the spans just outlined, as identified in the four lecture texts. As mentioned above, such spans could be divided into three main categories including: 1) spans of text that were topical in focus which referenced Thematic or semantic material from the surrounding text and therefore represented a departure or digression from the subject under discussion rather than a complete break from it (see columns highlighted in yellow below); 2) spans of text that were “organizational” in their focus and related to the management of the lecture. These spans can be seen as “interludes” in the development of Topic Phases in which topical material is temporarily put on hold while the lecturer deals with some aspect of class management (see columns highlighted in green) and; 3) spans of text that are interpersonal in their focus and which can be further divided into what I propose to call “meditational interludes”, that is, spans in which the lecturer pauses to give a commentary on significant life events such as birth or death (see column highlighted in blue) and what I propose to call “prophetic interludes” in which the lecturer temporarily places the discussion of subject matter on hold while he comments on future events and possibilities (see column highlighted in pink). In terms of the first type, i.e. “topical” digressions, such spans displayed a greater degree of integration with the periodic structures in which they were embedded as they could be seen as referencing Thematic and/or semantic material from the surrounding text. On the other hand, the other two types, i.e. “organizational” and “interpersonal” interludes, appear to be less integrated into the surrounding hierarchies of periodicity, since they could not be seen as referencing surrounding Thematic or semantic material in the texts. Additionally and as Table 5 shows, digressions and interludes were found to be either “momentary”, i.e. spanning just a few clauses complexes, or “extended”, spanning longer sections of the texts. Examples of each type of structure are presented below.

Topic Phase	Topical Digressions		Organizational Interludes	Interpersonal Interludes	
	Momentary	Extended	Interludes	Meditational	Prophetic
			Momentary	Momentary	Extended
Lecture 1					
A	2	0	0	0	0
B	3	0	1	0	0
C	0	0	1	0	0
Total	5	0	2	0	0
A	1	0	1	0	0
B	5	1	1	0	0
Total	6	1	2	0	0
Lecture 3					
A	8	2	1	1	0
B	2	0	0	0	0
C	0	0	1	0	0
D	0	0	0	0	0
Total	10	2	2	1	0
Lecture 4					
A	2	2	0	1	1
B	3	0	0	0	0
C	1	0	0	1	0
D	2	0	0	0	0
E	0	0	0	0	0
Total	8	2	1	2	1

Table 5: Summary of digressions and interludes identified in the four lectures

3.3.2.1 Topical Digressions (Momentary)

Example 24 below shows an instance of a momentary “topical” digression from Lecture 1 by Lecturer A (see text enclosed in the red box at the bottom of the Example). In the Example a macroThematic phase, A1 (highlighted in green at the top of the Example), is elaborated by five hyperThematic phases, A1A to A1E (highlighted in blue below). The digression in this instance can be found in the fourth hyperThematic phase, i.e. A1D, and unfolds over a span of six clause complexes. To assist with the Thematic analysis of this span, individual clause complexes are shown on different lines with topical Themes underlined. As the Example shows HyperThematic phase A1D, like the preceding hyperThematic phases A1 to AC, is concerned with outlining the factors behind the evolution of the term “Asia Pacific”. In A1D, this involves an explanation of conflict in the Asia Pacific region, with the Vietnam War cited as an important factor for the increased interest in Asia during the 1970s, particularly from the USA.

[MacroTheme A1]

EVEN THOUGH APU IS A VERY NEW UNIVERSITY | IT WAS STARTED WITH FOUR HUNDRED STUDENTS IN 2000 |
UM [LA] MOST OF THE STUDENTS COULD HAVE GOT INTO THIS LECTURE ROOM AT THAT POINT | UM ACTUALLY
DISCUSSION OF THE ASIA PACIFIC AS A REGION GOES BACK MUCH FURTHER ||

[hyperTheme A1A]

the earliest reference I found to it was in 1967 when the Japanese foreign minister suddenly
started talking about the Asia Pacific which he said was a new idea at the time ||

[hyperTheme A1B]

now at that time the Japanese economy was growing very fast after the Pacific war | I'll talk
about that later in the lecture ||

[hyperTheme A1C]

also Japanese investment in East and Southeast Asia was increasing | and so was investment
from America and from Europe ||

[hyperTheme A1D]

also um this was the time when the Vietnam war of course {Topical Theme} was just starting
so again the US {Topical Theme} had a heavy involvement in Asia and began to get interested in
Asia |

it's {Topical Theme} quite interesting |

whenever Americans {Topical Theme} go |

and [Americans] fight somebody |

then academics {Topical Theme} come along |

and [academics] start studying them as well |

I think in the next few years the Americans {Topical Theme} will be very interested in Middle
Eastern studies [la] |

but in the 1970s they [Americans] {Topical Theme} were interested in Asia | because there
{Topical Theme} was a war going on there ||

[hyperTheme A1E]

so interest grew rapidly in the Asia Pacific | and the number of books being published with Asia
and Pacific in the title has actually doubled every five years since the 1970s ||

Example 24: Momentary digression observed in Lecture 1

From the opening hyperThematic clause complex in A1D, then, it would be reasonable to expect that the clause Themes that follow will reference the 'Vietnam War' in some way.

What is found, however, is that a shift in Theme occurs from the second clause complex, with the ‘*US*’ serving as the point of departure for an “embedded” span (see text highlighted in yellow in the red box). As the text shows, a shift can be observed in topical Themes away from the ‘*Vietnam War*’ towards ‘*Americans*’ and ‘*Academics*’ (see topical themes underlined and highlighted in grey in phase A1D). A semantic link can still be established, however, with the surrounding text. For example, the lexical item ‘*war*’ in the opening clause complex can be seen as synonymous with ‘*fight*’ in the span in question (see lexical items highlighted in pink). The shift in topical Themes would appear to develop over a span of six clause complexes before the topical Theme of the opening clause complex, i.e. the Vietnam War (see text also highlighted in pink in the Rheme of the final clause complex) is resumed. This re-orientation to the subject of the opening hyperThematic clause complex would also appear to be confirmed by a change in circumstance, with a temporal shift from ‘*in the next few years*’ followed by ‘*but in the 1970s*’ returning the focus to ‘*the time*’ of the Vietnam War (see text highlighted in green at the bottom of the Example).

One methodological issue that was raised by such spans was whether to treat them as part of a preceding hyperThematic phase, in which case they could be analyzed as some form of “digression”, or as some form of “interlude” in which the topical development of the lecture is placed on hold. In the case of Example 24, it is possible to view the span in question as a “digression”, in which the lecturer temporarily departs from the subject under discussion (i.e. the Vietnam War and US engagement with Asia) before returning to it in subsequent spans of the text. The temporary nature of the digression can be seen in the subtle shift in topical Themes from the ‘*US*’ to ‘*Americans*’, then to ‘*Academics*’ and then back to ‘*Americans*’ and in the continuation of the semantic chain formed by the lexical item ‘*war*’. Additionally a shift in circumstance can be observed which re-orientes the text to the time period indicated in the opening hyperThematic clause complex (see text highlighted in blue in the clause complex immediately following the red box). What seems to have occurred across this span, then, is a brief commentary on an “American” worldview in which the lecturer momentarily departs from the recounting of events to offer a personal observation on, and a subjective evaluation of, the connections between

American foreign policy and the motivations of American researchers. The reasons for this shift in stance at this point are unclear. On one hand, the span might be seen as an observation in which some form of evaluation or judgment of American politicians and researchers is involved. On the hand, it might be seen as making the text more accessible and relevant to the audience, by relating topical themes to current events such as the conflict in Iraq. Either way, it is possible to view this span as linked to the elaboration of Thematic material in the surrounding text, meaning that it does not appear to weaken to any great extent, the periodic structure of the text. Thus it is possible to find spans of the text that are tightly integrated Thematically but also include brief departures from the topic under consideration.

As Table 5 shows, “momentary” topical spans were the most common type of digression found in the four lectures texts, with such spans occurring in almost every Topic Phase of every lecture. What this suggests is that “topical” digressions provide an additional option for structuring academic lectures and that lecture texts are likely to be made up, at some points in their development, of phases that depart momentarily from the topical content of the lecture. Additionally, considering the length of the lectures in question it would seem that the frequency of topical digressions is higher in the lectures given by Lecturer B than in those given by Lecturer A. An additional point of contrast, then, can be drawn between the two lecturers, i.e. it can be seen that Lecturer B employs digressions to structure his lecture more frequently than Lecturer A.

3.3.2.2 Topical Digressions (Extended)

Example 25 below shows a span of text from Lecture 2 containing a digression that extends over a longer span of text than the digression presented above (see text enclosed in the red box below for the span in question). At the very top of the example is a higher-level Thematic phase, B2F, that is concerned with the subject of ‘*who actually consumes Disney*’ (see text highlighted in grey). As the Example shows, this subject is elaborated as the text unfolds with five groups of “consumers” mentioned in subsequent spans of the text. These groups include Japanese children in B2F1, consumers of Japanese pop culture in B2F2, local communities in B2F3, Japanese schools in B2F4 and young Japanese

women in B2F5. With the exception of B2F2, which turns out to be macroThematic, the elaboration of each group of “consumers” is organized hyperThematically, with hyperThemes (highlighted in bold), foreshadowing additional elaboration of topical material at clause level. Between hyperThematic phases B2F4 and B2F5, however, there is a span of text (see text enclosed in a box) that does not appear to be integral to the surrounding text, that is, it does not appear to be a continuation of the preceding hyperThematic phase, B2F4, nor does it foreshadow the development of Thematic material in the following hyperThematic phase, B2F5. In this instance the lexical item ‘*monuments*’ in B2F4 (see text highlighted in yellow) serves as the point of departure for some form of personal recount, in which the lecturer offers a description of several monuments carved in the shape of Disney characters that he observed while driving in the local area. While this span appears to unfold as some form of higher-level periodic structure, it can be seen as a digression as a clear shift can be observed in clause-level topical Themes across the text of the span (see topical Themes underlined in the text below) and in the development of new semantic chains. It is possible to observe, for example, a shift in topical Themes from ‘*kids*’ and ‘*Disney*’ in B2F4 to ‘*I*’, ‘*my wife*’ and ‘*we*’ in the embedded span (see underlined text in B2F4 and the digression). Additionally, a new lexical chain develops from the term ‘*monuments*’ (see text highlighted in yellow). As the example shows, this digression continues over an extended span of text, until the clause complex ‘*much of the market for Tokyo Disneyland is actually amongst young women in Japan*’ in B2F5 returns the discussion to the earlier subject of ‘*who consumes Disney*’. The entire span, then, can be seen as a type of “topical” digression, albeit one that extends over a significantly longer span of text than the “momentary” digressions outlined above.

[discourse/macroTheme B2F]

[--] WHO ACTUALLY CONSUMES DISNEY [1:10:00] | WELL THAT’S QUITE INTERESTING | DIFFERENT *UM* GROUPS CONSUME TOKYO DISNEYLAND IN DIFFERENT WAYS | *UM* IT TURNS OUT TO BE AN EXPERIENCE WHICH ALL DIFFERENT AGE GROUPS ENJOY WITH THE POSSIBLE EXCEPTION OF OLDER PEOPLE WHO DON’T SEEM TO GO THERE MUCH ||

[hyperTheme B2F1]

um Japanese children of course learn about Disney through TV shows | *um um* obviously based on Disney TV in *um* America ||

[macroTheme B2F2]

[-] DISNEY FITS IN VERY WELL WITH OTHER JAPANESE POPULAR CULTURE OF COURSE ||

[hyperTheme B2F2A]

because basically Disney is producing anime which has a long tradition in Japanese culture ||

[hyperTheme B2F2B]

they're also producing manga | because Disney in America *um* was marketing children's comics very very successfully right back in the 1940s ||

[hyperTheme B2F2C]

um Disney also influences children through the educational books of course | the stories associated with the films | the interesting thing here is that the *um* Disney story the Disney version of the story has become the popular one [1:11:00] | in many cases its replaced the original one | and people don't even know the original one | in the great fairy stories for instance like Snow White and Cinderella what kids are taught these days is the Disney version | the original German version is much nastier | and much crueler much nastier things happen you know | in Disney its all sort of good fun you know | the the princess wakes up in the end | and gets her guy | there's always a happy ending | some of the 19th century fairy stories that these are based on are much more grim or much more unpleasant ||

[hyperTheme B2F3]

local community festivals of course which often take on Disney themes | *we went to see a festival in Yokohama once | and it was basically a- all American | a huge amount of American influence in Yokohama with American marching bands cheerleaders and of course sort of Mickey Mouse costumes and things* ||

[hyperTheme B2F4]

um you {topical theme} **get school excursions** | **kids** {topical theme} go to Disneyland now as school excursion | *they don't come to Beppu* [1:12:00] *sad* | and **Disney** {topical theme} actually taking over from historical sites and **monuments** as the educational must see for Japanese kids [1a] ||

[discourse/macroTheme ?]

TALKING ABOUT **MONUMENTS** III {topical theme} WISH I HAD A PICTURE OF IT | I MIGHT BE ABLE TO FIND A PHOTOGRAPH SOMEWHERE |

UM A A COUPLE OF YEARS AGO MY WIFE {topical theme} HAD EYE TROUBLE |

AND WE {topical theme} USED TO DRIVE OUT TO OITA TO THE HOSPITAL FAIRLY REGULARLY ABOUT ONCE A WEEK |

AND THERE {topical theme} WAS A A STONE MASONS PRODUCING FUNERAL **MONUMENTS** AND S- YOU KNOW ALONG THE ROAD |

AND [the stone mason was] PRODUCING FUNERAL **MONUMENTS** YOU KNOW TOMBSTONES BASICALLY FOR JAPANESE TOMBS |

[macroTheme A ?]

AND NOW **THESE** {topical theme} ARE OCCASIONALLY **STATUES** ||

[hyperTheme A1]

you {topical theme} have **Buddha statues** |

[hyperTheme A2]

you {topical theme} have **heavenly beings** you know |

[hyperTheme A3]

you {topical theme} have **celestial birds** and this kind of thing ||

[hyperTheme A4]

but **the guy** {topical theme} **decided to have some fun** |
he {topical theme} produced two statues of Mini Mouse and Mickey Mouse in
black granite |
and **he** {topical theme} produced two identical statues in red granite as well |
so **sitting by the side of the road** {topical theme} [1:13:00] were the black Mini
Mouses and Mickey Mouses and the red pair as well ||

[hyperTheme B?]

and **I** {topical theme} **often drove pa- past this** |
and **said to my wife** I've {topical theme} got to bring a camera |
we've {topical theme} got to photograph **this** |
and **at last we** {topical theme} took a camera one day especially to photograph
Mickey Mouse |
the guy {topical theme} had sold the red Mickey Mouse tombstones the day before |
so **I** {topical theme} think we only have copies o- of the black ones who bought I
don't know ||

[hyperTheme C ?]

who {topical theme} would buy a red Mickey Mouse stone a granite tombstone |
its {topical theme} difficult to imagine |
but **someone** {topical theme} obviously liked **them** |
[and they] put **them** in their garden you know presumably |
and **they** {topical theme} were certainly very pretty |
but *um* anyway [responds to comments from the audience - inaudible] [la] okay so
this {topical theme} is a national treasure | [#] right
are **they** {topical theme} using **them** as tombstones though ||

[HyperTheme D ?]

I {topical theme} **asked** |
I {topical theme} actually asked the sculptor why he made **it** and | he said for fun
[1:14:00] |
I'm {topical theme} so bored doing tombstones that it was something different [la] |
I {topical theme} often wonder actually whether he was actually sued by **Disney** |
there's {topical theme} one thing about **Disney** |
they {topical theme} are very strong at suing people who use Mickey Mouse
characters actually without *um* without proper authorization okay ||

[hyperTheme B2F5]

much of the market for Tokyo Disneyland is actually amongst young women in Japan | this is
different from America | maybe it attracts kids and families there | but in Japan a lot of the Tokyo
Disneyland cliental seem to be young women | now remember in Japan it is the younger women
who are the big travelers | they live at home | many of them they have huge disposable incomes
which they spend basically on leisure activities | *um* 20 to 29 year olds make up 30% of their
customers 53% are single women the OL or office lady market you know | younger women
working in offices is very very significant in Disneyland | and very much in contrast [1:15:00]
with the United States where the main market tends to be married people over 25 with children ||

Example 25: Extended digression in Lecture 2

As for the length of this digression, in order to distinguish longer digressions from the shorter types of digressions mentioned earlier, the term “extended” digression is proposed to refer to longer spans of this type which consist of more than 10 clause complexes. Furthermore, if a “digression” can be seen as referencing Thematic or semantic material from the surrounding text, then it is categorized as “topical”. This categorization can be applied to the span shown in Example 25 above, for instance, as a semantic link can be established with the preceding text through lexical chains that develop from items such as ‘*Disney*’ and ‘*monuments*’. It follows from this categorization, then, that extended digressions that do not reference Thematic or semantic material from the surrounding text cannot be seen as “topical” and would need to be categorized as some other type of “extended” digression. This possibility will be explored in the analysis of other types of spans below.

What do these findings suggest, then, about the text-compositional principles and mechanisms of structuring in lecture texts? Firstly, as extended digressions could be observed in the lectures given by both lecturers, it seems likely that such resources might also be a feature of other academic lectures too. Furthermore, it seems possible that the extended spans outlined above, while categorized as “digressions”, may not weaken the periodic integration of the text but rather enhance it by providing additional perspectives on topical material.

3.3.2.3 Organizational Interludes (Momentary)

In addition to the types of topical digressions described above, “momentary” shifts in Theme could be observed in which no Thematic or semantic link could be established with the surrounding text. In such cases it was felt necessary to propose additional categorization of such spans. Example 26 provides an example of such a span (see text enclosed in the red box). As with the digression shown in Example 25 above, the span presented below can be considered “momentary” as it occurs across a sequence of only five clause complexes. Unlike the span shown in Example 25, however, the span below does not reference any preceding Thematic or semantic material. Rather, it would appear that the clause complexes that realize this chunk are directed towards the audience and

are a matter of “lecture management” rather than the development of lecture topics. This can be seen in the selection of clause level Themes, with the lecturer selecting direct forms of address, such as ‘*I*’ in almost every clause (see underlined text in the span highlighted in yellow below). It should be noted, however, that the use of personal pronouns such as ‘*I*’ and ‘*you*’ was not the only criterion for categorizing a span as “leaving” the hierarchy of periodicity in which it was found, although almost all of the “breaks” or “pauses” identified in Lecture 1 involved direct forms of address at some point in their development. It is possible to observe in the example below, for instance, that the lecturer also uses direct forms of address in the Preview Phase, in which he introduces the overarching theme of the Topic Phase to come, as seen in ‘*so I’ll move on to the third topic I want to cover which is ethnicity and the nation state*’.

<p>[Topic Phase C: Preview] SO I’LL MOVE ON TO THE THIRD TOPIC I WANT TO COVER WHICH IS ETHNICITY AND THE NATION STATE [-] </p>
<p>SO PLEASE WAKE UP AGAIN </p> <p>SORRY I {Topical Theme} DIDN’ T HAVE TIME TO GIVE YOU A CUP OF COFFEE </p> <p>BUT YOU KNOW UM UH I’LL I’LL {Topical Theme} CARRY ON</p> <p>AND [I’ LL] TRY AND FINISH</p> <p>AS QUICKLY AS I {Topical Theme} CAN [-] </p>
<p>[discourse/macroTheme C1] RIGHT WELL ONE THING WHICH MOST ASIA PACIFIC COUNTRIES HAVE IN COMMON IS ETHNIC DIVERSITY </p>

Example 26: Organizational interlude in Lecture 1

As the Topic Phase Analysis of Lecture 1 in Appendix 9 shows, the text in Example 26 above occurs at the beginning of the third Topic Phase, i.e. Topic Phase C, in which the lecturer resumes his discussion of lecture content after a short break. It might be presumed from the directive ‘*so please wake up again*’ that some members of the audience have fallen asleep, compelling the lecturer to issue a request to ‘*wake-up*’. Interestingly, the lecturer adopts a less authoritative stance in this instance by softening the directive with a brief apology and a promise to end the lecture ‘*as quickly as I* [he]

can”. Following this momentary interruption, the lecturer resumes his elaboration of topical themes, picking up on the broad theme of ‘*ethnicity and the nation state*’ announced in the Preview and going on to elaborate on the subject of ethnic diversity in Asia Pacific countries. It seems possible to hypothesize, then, that at some points in their development lectures are likely to be structured around brief “organizational interludes” of the type just outlined. In the lectures presented for analysis in this study, “organizational interludes” were found to be a feature of all four lectures, with roughly the same number of instances of this type of interlude occurring in each lecture, for example, two instances in Lecture 1 and three in Lecture 2 (by Lecturer A) compared with four instances in Lecture 3 and one in Lecture 4 (by Lecturer B). Additionally, as these types of interludes do not reference Thematic material from the surrounding text, it seems likely that they would contribute to lectures coming across as more loosely structured in terms of their periodicity, as mentioned in the preceding section.

3.3.2.4 Interpersonal Meditations (Momentary)

Example 27 below shows the text of one other type of interlude that appears to be “momentary”, i.e. it is limited in length to a span of 10 clause complexes, but could not be categorized as “topical” or “organizational” in its focus (see, for example, the span in the red box below). In this example a macroThematic phase is found which is concerned with how the 2002 World Cup can be seen as a ‘*first in many many cases*’. This subject is elaborated over two hyperThematic phases in the text shown below, including hyperThematic phase A4A, which elaborates on the fact that this is the first time that 32 countries have played in the World Cup and hyperThematic phase A4B, in which the lecturer points out that this is the first world cup for the 21st century. The interlude in question occurs in the second hyperThematic phase, A4B, and appears to take as its point of departure the lexical item ‘21st century’. A Thematic shift can be seen at clause level, away from an existential form of ‘you’ as in ‘*you find that this is...*’ towards more direct forms of ‘us’, ‘we’ and ‘you’, in which the lecturer appears to address the audience (see topical Themes underlined and highlighted in yellow in the embedded span, for example). It is possible to propose that a semantic link can be established with the preceding text from the term ‘21st century’ (see text highlighted in grey) but it is difficult to determine

how the span in question might be seen as “topical” or referencing in some way the subject of the football World Cup. It would seem to be the case here that the lecturer breaks completely with the topical content of his lecture to comment on matters of birth, life and death. In view of this, the term “meditation” is proposed to refer to interludes with an interpersonal focus in which the lecturer reflects on matters of birth, life, death and the afterlife. Accordingly, the span presented in Example 27 below is given the tentative categorization of an interpersonal “meditation” as it references, at several points in its development, lexical items such as ‘die’, ‘died’ and ‘born’ (see text highlighted in pink).

[macroTheme A4]
 AND AND *ah* SO YOU FIND AND LETS THINK ABOUT THIS WORLD CUP 2002 | YOU FIND THAT THE WORLD CUP 2002 IS THE FIRST IN MANY MANY CASES |

[hyperTheme A4A]
first of all this is the first time 32 countries are playing in the football match | 32 teams is very very great number of teams | that’s why we have so many games everywhere | every stadium that is using that we are using we have three matches being played ||

[hyperTheme A4B]
 and then you {topical Theme} find this is the first World Cup for **this century** |

many of us {topical Theme} forget that we are in the 21st century **right** |

we {topical Theme} forget |

only when we {topical Theme} **die** |

probably we {topical Theme} will [10:59:00] remember that we **died** in the 21st century |

anyway all of us here {topical Theme} are **born** in the 20th century |

anybody {topical Theme} **born** in the 21st century |

you {topical Theme} must be 2 years old |

and you {topical Theme} must be such a clever person to come to my lecture today |

you {topical Theme} must be very very great |

I {topical Theme} can trust you |

so you {topical Theme} find we all are in the 21st century | and this {topical Theme} is the first World Cup ||

Example 27: Interpersonal meditation in Lecture 3

Considering the text shown in Example 27 above, what function do such spans serve in the development of lectures? Firstly, a lecturer might possibly employ such resources to attract and/or entertain the audience by addressing them more directly and by making reference to their own lives. As Example 27 above shows, for instance, this type of interlude is accompanied by an interpersonal shift, with increased usage of direct forms of address in clause Themes in the span in question, such as ‘*you*’, ‘*I*’ or ‘*we*’. Secondly, it may be the case that a lecturer feels compelled to offer additional elaboration of lecture content by way of examples that are more accessible to his/her audience, for example, by making reference to their own lives, their concerns or to the university at which they are studying. As to whether meditations are a feature of lectures in general, no firm conclusions can be drawn based on the findings presented here, since meditations were only found to be a feature of the lectures delivered by Lecturer B. While it is possible that “meditations” are a feature of Lecturer B’s individual style only, such interludes do provide an additional option for structuring lectures by way of an interpersonal focus.

3.3.2.5 Interpersonal Prophecies (Extended)

Example 28 below shows a second type of interpersonal interlude identified in the lecture texts (see text enclosed in the red box and highlighted in blue). This “extended” interlude, which resembles a “meditation” but references the future has been tentatively categorized as a “prophecy”.

[macroNew A2]
 SO YOU {topical Theme} FIND THAT LANGUAGE IS A PART OF OUR CULTURE | AND IT {topical Theme} IS THROUGH LANGUAGE THAT WE CAN TRANSMIT MANY THINGS ||

[Prophecy A2]

like many of us if you {topical Theme} want to know our- ourselves |

suppose you {topical Theme} want to tell somebody one thousand years later that you were in APU |

what {topical Theme} is the best way you can do is to write a book |

[you can] [-] write a book |

and [you can] make sure saying that anybody who reads this book will get one million yen |

and then you {topical Theme} find that everybody will read the book |

and then you {topical Theme} can even have an examination in APU |

anybody who {topical Theme} can read the book and answer questions will get one million yen scholarship |

then you {topical Theme} will find that every APU student will read your book | so think about it |

probably when you {topical Theme} make a lot of money |

you {topical Theme} can make people read your life history | [10:45:00] how you suffered in this class or APU |

or whatever you {topical Theme} did ||

[Topic Phase B: Preview]
 SO LETS GO ON | THIS IS ABOUT THE IMPORTANCE OF LANGUAGE ||

Example 28: Interpersonal prophecy in Lecture 4

In this instance the span of text in question (enclosed by a red box above) unfolds between an instance of macroNew (highlighted in yellow at the top of the Example) and the Preview of the following Topic Phase (highlighted in yellow at the bottom). Like the meditation presented above, this “prophecy” does not reference any Thematic material from the preceding spans of text. It is not possible to observe, for example, any references to ‘*language*’ or ‘*culture*’ from the preceding phase or the ‘*importance of language and culture*’ as seen in the following Topic Phase Preview (see text highlighted in yellow). Additionally, no evidence of any semantic links can be found in the surrounding text, for example, there is no evidence that the lexical chain formed by the items ‘*language*’ or ‘*culture*’ in the preceding spans is continued over the clause complexes that make up this interlude. Applying the criteria proposed above, then, the span in question can be categorized as “extended” as it is made up of 13 clause complexes. Topically, the majority of clause-level Themes in the span consist of more direct forms of ‘*you*’, suggesting an interpersonal focus as the lecturer now directly addresses his audience. It is also possible to observe widespread use of modals such as ‘*will*’ and ‘*can*’ to reference the future (see text highlighted in pink above) and the use of verbs such as ‘*suppose*’ to denote a hypothetical situation (see text highlighted in grey). In this interlude, then, it

would seem that the lecturer is asking the audience to imagine future possibilities and outcomes, rather than to reflect on past events. Interludes of this type then, in which future possibilities and outcomes are referenced, were tentatively categorized as “prophecies” and accordingly, the span show in Example 28 above is categorized as such.

As for the function of this “prophecy”, it would seem possible that the lecturer is attempting to offer additional elaboration of topical material from the preceding phase, i.e. that language can be used to ‘*transmit many things*’. By adopting an interpersonal focus and by referencing the audience’s own lives, the lecturer may be attempting to emphasize the importance of the point made in the preceding New phase. However, as no Thematic or semantic material is referenced from the surrounding text, it is difficult to determine the precise function of this interlude. Overall, however, this may not be an issue as only one example of a prophecy can be found in this lecture and, as the figures in Table 5 show, no other instances of “prophecies” were found in the other lecture by Lecturer B, i.e. Lecture 3, or in either of the lectures delivered by Lecturer A. As with the meditations outlined above, “prophecies” may be a feature of Lecturer B’s individual style, however, they do suggest another mechanism by which it is possible to organize lectures from an interpersonal perspective.

3.4 Patterns of Periodicity: Summary of Findings

Considering the findings of the periodicity analysis in the preceding sections, what can be concluded about the text compositional principles and mechanisms by which the four lectures and lectures more generally, are structured?

Firstly, a number of key principles and mechanisms of structuring can be observed that appear to be general to the four lectures under consideration. At a global level, for instance, all four lectures were organized into hierarchies of periodicity via mechanisms such as Preview Phases, which foreshadowed the subsequent large-scale topical development of the lecture and Topic Phases which elaborated on material foreshadowed in the Previews. From this finding it was hypothesized that Preview and Topic Phases are likely to be basic mechanisms of structuring in lectures more generally. Additionally, in

three of the lectures analysed, closing phases were identified that served as instance of global New, summarizing and reiterating material developed over preceding phases of the text. Thus it was possible to hypothesize that New phases are an optional element of the hierarchies of periodicity observed in the lectures analysed in this study. At lower levels of discourse structure, i.e. within the broad-scale Phases mentioned above, all four lectures were organized into hierarchies of periodicity, with most hierarchies constructed via the principle of multiple Thematic foreshadowing. Minimally, these hierarchies were composed of two-layer structures consisting of a macro + hyperTheme or three-layer structures consisting of a discourse + macro + hyperTheme and maximally, of five, six or seven layer structures consisting of multiple layers of discourse, macro and hyperThemes. As with the global analysis of periodicity, the hierarchies of periodicity that provided structure to the text at lower levels of the discourse were typically structured via patterns of foreshadowing rather than patterns of reiteration or via Thematic structures rather than New structures. In addition to these similarities in patterns of periodicity, variation was observed in the text compositional principles and mechanisms employed in each of the four lectures. These included variation in the degree of foreshadowing employed in each lecture, variation in the depth and sequence of periodic structuring and variation in the number and types of “digressions” and “interludes” observed in each lecture. Overall, then, it was possible to establish the features just outlined as key principles of structuring in the four lecture texts and to propose them as probable text-compositional mechanisms in other university lectures.

Secondly, the findings just summarized point to a number of features that establish university lectures as particular types of texts or as a particular set of types of texts. As shown in this chapter, for instance, the principles and mechanisms of periodicity that have been shown to structure written texts in the literature can also be seen as important resources for structuring spoken texts such as the university-style lectures analyzed in this study. Furthermore, the properties of the hierarchies of periodicity observed in this study suggest that lectures, as a form of speech may be significantly deeper in their structuring than many forms of written text, meaning that it is possible to categorize lectures as closer in their structure to forms of writing than to forms of speech. From this finding,

then, depth of structuring can also be seen as a feature of speech. The analysis of four lectures in this study also shows that, in addition to periodicity, lectures can be organized by other principles of structuring. In the above analyses, for instance, parts of some texts were organized by structures that were oriented towards organizational or interpersonal goals with such spans serving to enhance the delivery of lecture material. Additionally and as will be shown in the next Chapter, genre would also seem to play an important role in the textual organization of lectures. Thus it is possible to argue that lectures, as a particular type of communicative event, are not only structured to deliver informational content but are structured with other objectives in mind.

4. FINDINGS OF THE GENRE ANALYSES

4.0 Overview of the Chapter

This chapter presents the findings that emerge when internal structuring of the lectures is considered by reference to notions of genre and genre structure, as developed by the so-called Sydney Genre School. As with Chapter 3, the objective is to identify the principles and mechanisms of structuring that were found to be common to all four of the lectures analyzed in this study, but this time by considering how the texts might be organized in terms of the Sydney-genre school approach to dealing with textual structure. Accordingly, the findings are organized into two parts in the following sections including: 1) an account of the principles by which the four lectures were found to be structured as genres at a global level and; 2) an account of the principles by which the four lectures were structured as genres at lower levels of the discourse. In each part key features of genre-related structuring identified in the four texts are presented for analysis, followed by those aspects of structure that were found to vary between all four lectures and/or between the two lecturers. From these findings, hypotheses will then be proposed as to how the principles of genre-related structuring identified might be seen as key features of the structure of lectures more generally.

In terms of the findings of these analyses, it was found that the four texts could not be considered as instances of either core or macrogenres, at least at a global level (i.e. when the lectures were considered as a single, whole text). As indicated previously, genres (both core and macro) are defined in the Sydney genre-school literature as purposeful communicative activities where a particular communicative goal such as explaining, persuading, reporting, instructing or story telling is pursued via particular, conventionalized arrangements of functional stages. In the present study it was found that none of the lectures could be analyzed in these terms, that is to say, none of the lectures were directed at advancing a particular, overarching communicative goal via a conventionalized arrangement of functional stages – i.e. none could be said to be an Explanation (either macro or core) for instance, or an Exposition (either macro or core) or any other single category of genre (either macro or core). Instead, the lectures were all

found to be structured at the broadest level as sequences of “Topic Phases”. The term “Topic Phases”, as mentioned in the previous chapter, is used to refer to extended episodes of text that are unified by being concerned with aspects of a particular topic (hence the term “Topic Phase”). It was also found to be the case that the arrangement of such broad-scale phases in each text was typically foreshadowed in a “Preview Phase” located somewhere near the opening of each lecture.

At lower levels of discourse structure, each of these Topic Phases were, with one exception, found not to be genres (either macro or core), i.e. they did not pursue a particular, overarching communicative goal via a conventionalized arrangement of functional stages. Instead, they were more complex structurally, frequently involving what, in the forthcoming discussion, will be termed “genre complex” structures. For the purpose of this thesis a “genre complex” will be defined as a sequence of genre elements (either core or macro) not serving an overriding, central communicative goal but integrated on account of being concerned with aspects of the same topic. The term “genre complex” is proposed as a structural element not previously identified in the literature in an attempt to deal with the complexity of the structural arrangements which were typically found to operate in Topic Phases. As was also the case with the lectures as a whole, the arrangement of these elements in the Phase was frequently foreshadowed by some form of preview located early in the Phase itself.

What this meant was that, for the most part, it was not until the internal structure of these Topic Phases was investigated that structures which could be characterized as genres (either macro or core) were encountered, that is to say, spans of text which did pursue a central, overarching communicative goal via a particular conventionalized arrangement of functional stages. These genre structures (either core or macro) were found to provide the basic structural building blocks of the Topic Phases, being arranged into structures that, as indicated previously, are referred to in this study as “genre complexes”. The notion of a “genre complex” involves an analogy with the notion of a “clause complex”. Just as clause complexes combine individual clauses into a sequential “complex”, so do

genre complexes involve some combining of individual genres (either core or macro) into a sequential complex of genres.

As will be shown, all four lectures were found to be structured in this way, i.e. as sequences of large scale Topic Phases, with each Topic Phase typically being comprised of at least one genre complex (with additional genre structures occurring as elements within such complexes). Figure 11 below demonstrates, in idealized and simplified form, this structure.

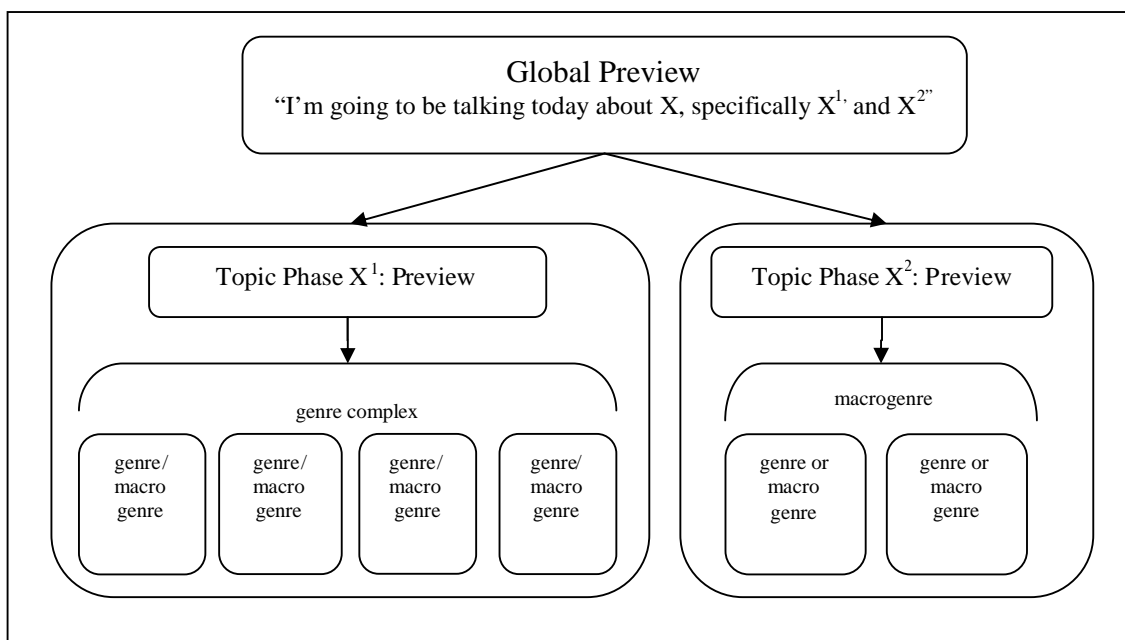


Figure 11: Genre structure of Topic Phases (idealized example)

In broad terms, then, all four lectures were structured along the lines indicated in Figure 11 above, although, as will be shown below, there were a few cases of Topic Phases that were realized via instances of single core or macrogenres rather than via genre complexes. Additionally, at least two other structural elements were found to occur (mainly in the lectures by Lecturer B) which are not shown in the simplified diagram above. These elements take the form of organizational and interpersonal “interludes” or interludes in which the speaker departs from the designated subject matter of the lecture either to instruct the students as to the conduct of the lecture or to establish some form of direct

interpersonal connection with the students. These “interludes” will be discussed in more detail later in this chapter.

In addition to the principles of structuring just outlined, several points of difference could be observed between the four lectures. These included differences in: 1) the methods by which global previewing of Topic Phase structure was managed; 2) the ways in which previewing of structural arrangements internal to each Topic Phase was managed; 3) the inclusion of “New” phases in some of the genres and; 4) the use of organizational and interpersonal interludes, as noted above. Examples of each of these features will be presented in the following sections along with the key principles of genre structuring that were found to be common to the four lecture texts.

4.1 Global Structuring

Turning now to the details of global structuring in each lecture, as just indicated, attention was directed firstly towards determining whether the four texts could be categorized as instances of either core or macrogenres. What this meant was investigating the four texts to determine whether any overarching purpose could be identified that might be suggestive of the types of purposes associated with such genres in the Sydney Genre School literature, for example, Reports, Explanations, Expositions etc., and then, secondly, analyzing the texts for evidence of the types of staging typically associated with these genres.

As the findings will demonstrate, none of the four texts could be categorized as instances of core or macrogenres, at least at a global level. Rather, the lectures in their entirety could be seen as “complexes of genre complexes”. At the broadest level, each lecture is comprised of a sequence of Topic Phases, with the topics to be addressed in each Phase foreshadowed in an introductory “Preview”. At lower levels of structure, at least three genre structuring options appear to be available for realizing Topic Phases, including: 1) genre complex structures; 2) macrogenre structures and; 3) core genres. As will be shown, however, these Topic Phases are typically realized via genre complexes, i.e. sequences of genre structures (either core or macro) which do not serve any central, overarching

communicative goal, but which are integrated through being about the same sub-topic. Internally, it was found that these Topic Phase-level genre complexes consist of sequences of genre structures (either core or macro). Examples of each of these principles of structuring will be presented in the following sections, beginning with the patterns of global structuring and then working “down” to the patterns of structuring observed at the lowest levels of the discourse. The reader is alerted to the fact the presentation of the findings below involves some apparent repetition of the approach employed in Chapter 3 as similar structures (global Previews, Topic Phases etc.) are dealt with again in this Chapter, but this time from a different analytical perspective.

4.1.1 Overview of Topic Phase Structure

At the broadest or global level, each lecture was found to be structured by a number of extended Topic Phases around which the subject matter of the lecture was organized. These Topic Phases were typically preceded by a global “Preview Phase” (as some form of introduction) which outlined the various sub-topics with which each lecture was going to concern itself and which frequently outlined the order in which they occurred in the text, that is to say, they functioned to preview the broad, Topic Phase structure of the text. While these Preview Phases sometimes contained elements which could be seen as indicating that the forthcoming material may, for example, offer definitions or general descriptions, may recount historical origins, may provide explanatory material as to the causes of some phenomenon, the findings show that they do not in fact point forward to any actual core or macro genres. Thus, it was never the case, for example, that a Preview element suggestive of explanatory material was actually followed in the lecture by a Topic Phase in the form of a macro or core Explanation. The foreshadowing of the structure and order of Topic Phases by global Previews in each lecture is illustrated in Figures 12-15 below (also presented in the preceding chapter), which provide an overview of the actual patterns of global phase development observed in each lecture.

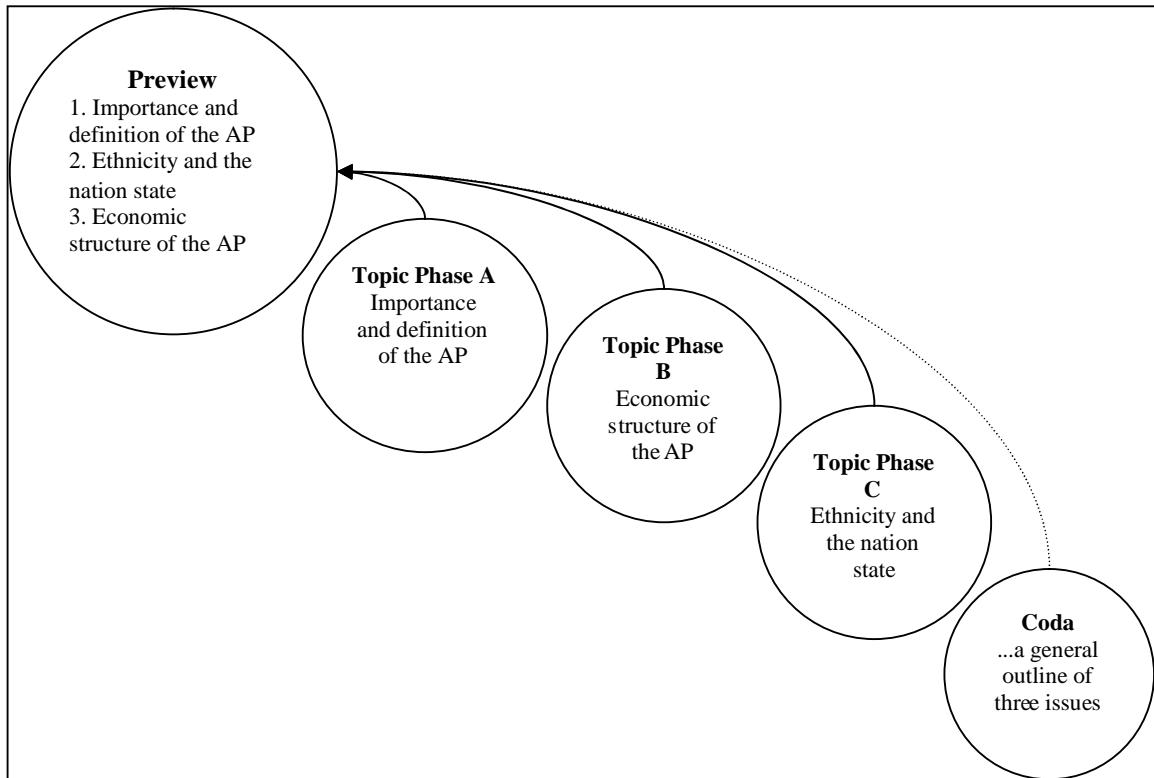


Figure 12: Global phase development in Lecture 1

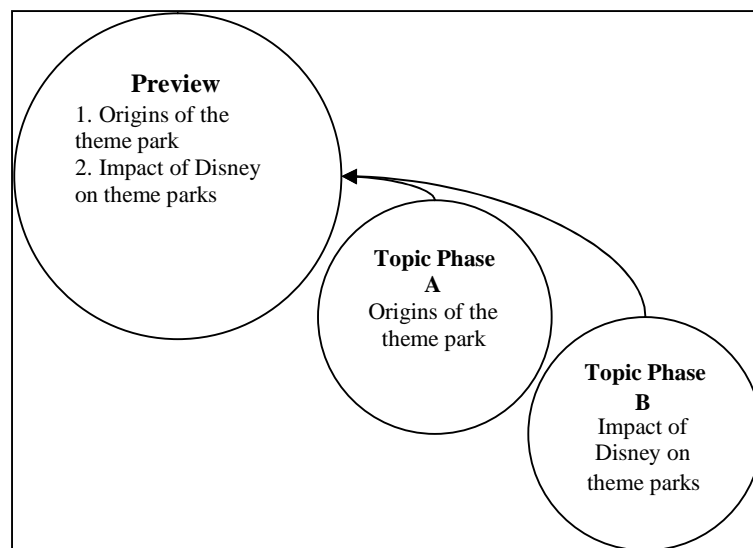


Figure 13: Global phase development in Lecture 2

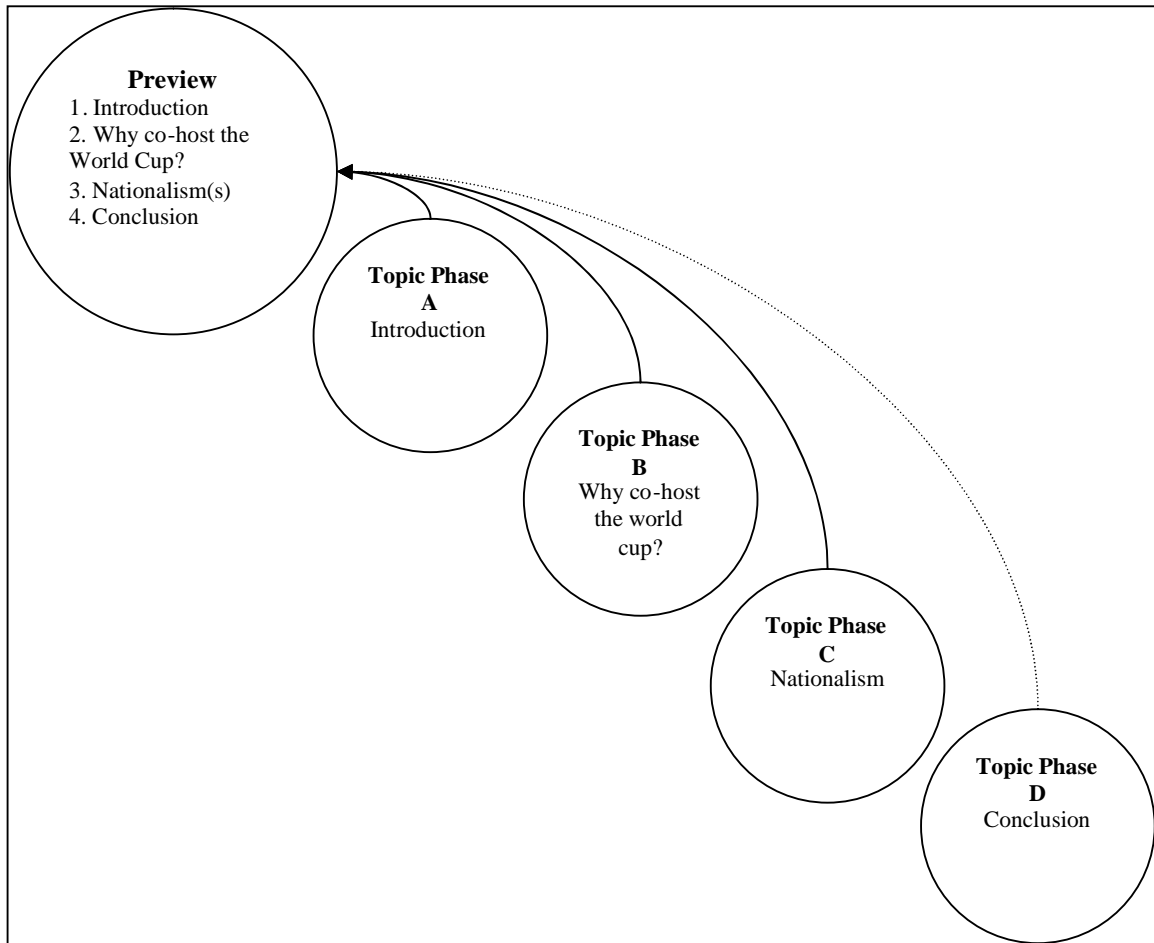


Figure 14: Global phase development in Lecture 3

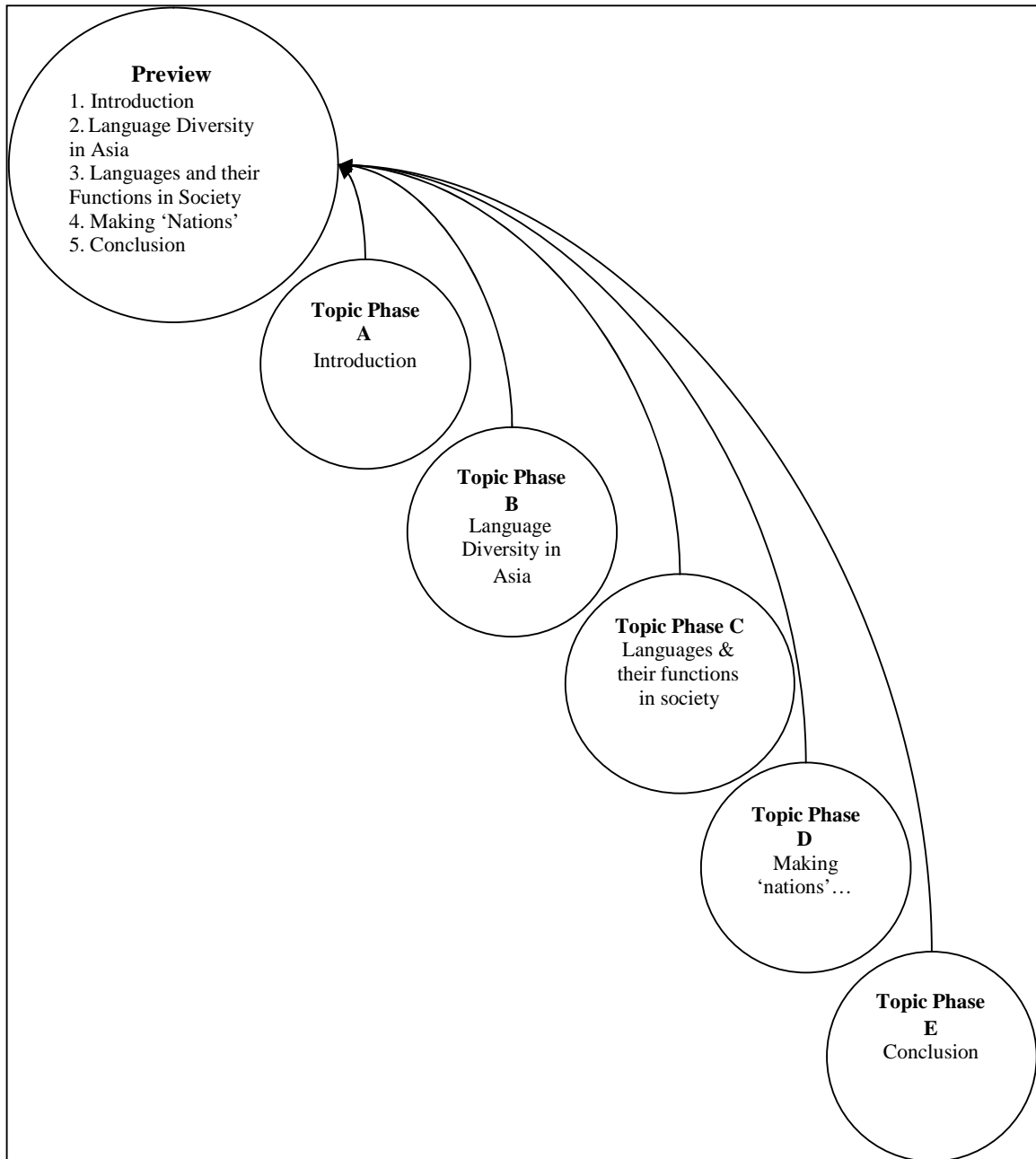


Figure 15: Global phase development in Lecture 4

As Figures 12 - 15 above show, the general topic areas introduced in the global Preview Phases of each lecture are, for the most part, the topics which are attended to in the subsequent large-scale Topic Phases in each text. Differences could be observed, however, in the ways in which Topic Phases were foreshadowed in each of the lectures,

with at least two different styles of previewing possible. These styles will be explored in more detail in the following section.

4.1.2 Differences in Global Previewing

Differences could be observed in terms of how Topic Phase structure is globally previewed, with at least two possible options for foreshadowing available. These included: 1) lectures in which the global structure was accurately foreshadowed by material in the Preview Phase and; 2) lectures in which the global structure seemed to be foreshadowed in the opening phases but did not turn out to be so, i.e. the anticipated sequence of topics did not eventuate and the lecture unfolded according to a different set or a different sequence of structures. Examples of each type of structuring are presented below.

4.1.2.1 Global Previewing via Spoken Material

Example 29 below, showing the opening sequences of Lecture 1 by Lecturer A, illustrates a style of previewing in which the global structure was accurately foreshadowed by material in the Preview Phase. To facilitate the analysis of this extract, material is organized into two columns with the lecturer's written material, i.e. the text of his PowerPoint slides, in the left column and his corresponding spoken material in the right column. As the Example shows, the lecture begins with some form of organizational "preamble" (see text in the right column of the table) in which the lecturer announces that he intends to provide a '*very broad introduction*' (see text highlighted in yellow in the right-hand column), presumably to the topic that forms the subject of his first slide (see text in the left column, also highlighted in yellow), which is shown to be '*An Introduction to the Asia Pacific*'. On the next slide (see "Slide 2" in the Example), however, a clearer indication as to the possible structure of the lecture is offered with the lecturer announcing that he intends to '*discuss three main questions*' (see text highlighted in green, blue and pink in the left and right columns, for instance) which are to include: 1) an elaboration of why people are interested in the Asia Pacific; 2) the importance of considering ethnicity in the study of the Asia Pacific and; 3) the changing economic structure of the Asia Pacific. As Figure 12 above shows, each of these broad topic areas is elaborated over subsequent spans of the text in Lecture 1, with three extended Topic

Phases dealing with the “questions” outlined above. The only possible point of difference that can be observed between the topics that are foreshadowed in the Preview and what actually turns up in the lecture concerns the sequence of Topic Phases. As Figure 12 above shows, for example, Topic Phases B and C were found to be reversed in the actual lecture text, that is, the subject of economic structure preceded the elaboration of ethnicity, suggesting that the lecture is non-linear in its global organization, with the text consisting of a number of independent topical elements that are unified via their connection with the Preview. While this “nuclear-satellite” arrangement was only a feature of structuring in Lecture 1, it does suggest another principle by which lectures can be structured globally.

1. Slide Text	2. Actual Lecture Text
[Slide 1] Introduction to the Asia Pacific	[8:56:18] Thank you very much Peter for that kind introduction okay <i>um</i> this morning I want to give you a very broad introduction <i>um</i> Professor F. and I discussed three topics <i>um</i> he’s going to do it in Japanese in the next period I’m going to do it in English we haven’t coordinated so what we say may be very different from each other and you can sort this out in the tutorials I’ve got quite a lot of powerpoint slides to get through <i>um</i> normally when I lecture I put a lot on the powerpoint slides because I know many of you speak English as your third or fourth or fifth language this is not easy I understand that so if you can’t understand me [8:57:00] all you have to do is look up at the subtitles so it’s like a sort of movie <i>um</i> if you can’t understand the words look at the bottom of the screen and you’ll see them also these lectures are very very long <i>um</i> they’re an hour and a half and nobody can concentrate for an hour and a half <i>um</i> I also go to sleep after about an hour so if I go to sleep please wake me up but <i>um</i> I will give you a break what I will do is I will talk for about 40 minutes I will then have five minutes for questions and comments and if there’s time I’ll give you time to just dash out to the loo have a cigarette or have a cup of coffee and then I’ll start again with the second half and if there’s time at the end I’ll give you time for more questions so I’ll see how quickly I can get through <i>um</i> I’ve shortened the powerpoint slides for today’s presentation the original is very long and the whole powerpoint slides really come from a much longer paper I wrote [8:58:00] which I’ve also given to the office to put on WebCT <i>um</i> this is very long indeed it gives you a lot of information on the contemporary literature on the Asia Pacific but <i>um</i> this morning I’ll just summarize it
[Slide 2] 3 main questions ■ 1. Why are more and more people talking about the Asia Pacific as a	<i>um</i> I’ll discuss three main questions really <i>um</i> they may be in a different order from on your paper I’ve switched them around as I developed the lecture firstly I’ll talk about the Asia Pacific in general what is it and why do a lot of

<p>region of study now?</p> <p>2. What is the relationship between different cultures and ethnic groups and the nation state?</p> <p>3. What changes are taking place in the economic structure of the Asia Pacific?</p>	<p>people study it these days that's the first question secondly I'll be talking about <i>um</i> ethnicity and the nation state why is ethnicity such an important topic in studying the Asia Pacific and thirdly I'll look at the economic structure of the Asia Pacific why has it developed so fast and what changes are taking place nowadays. </p>
--	---

Example 29: Comparison of slide text and lecture text in the Preview Phase of Lecture 1

In terms of how the Preview Phase might be seen as foreshadowing the genre structure of this lecture, however, neither the material on the slide nor the material in the spoken text is especially suggestive of an overarching communicative purpose that might serve to foreshadow the global structure of this lecture as some form of genre, that is, it is not possible to determine whether the ‘*introduction*’ that is mentioned might take the form of an Explanation, a Report, or any of the other core genre types mentioned in the literature. Reading on, no additional references can be found in the preamble to any material that is suggestive of an overarching objective for the lecture, only that an ‘*introduction*’ will be offered and this might possibly include ‘*three topics*’.

On the next slide (see “Slide 2” in the Example), however, a clearer indication as to the possible purpose(s) of the lecture is offered with the lecturer announcing that he intends to ‘*discuss three main questions*’ (see text highlighted in green, blue and pink in the left and right columns, for instance). One way of interpreting these introductory questions is to see them as anticipating or foreshadowing that different sections of the lecture will serve particular communicative purposes, and hence that these sections will take the form of particular genres. Thus ‘*firstly I’ll talk about the Asia Pacific in general*’ could be interpreted as foreshadowing a section which will provide definitions and general descriptions and hence a section which could possibly take the form of either a macro or core Report. As it turns out, while there is subsequently an extended phase on the topic of Asia Pacific in general (i.e. one of the text’s large scale Topic Phase structures), this does not take the form of single Report genre (either macro or core). So while the preview

foreshadows topics which are to be addressed, it does not foreshadow structure in terms of the occurrence of actual genres. Similarly '*secondly I will be talking about ethnicity and the nation state*' could be interpreted as foreshadowing a section that will outline possible issues concerning ethnicity in some nations and therefore will supply explanatory material, and might even take the form of either a macro or core Explanation. Again, as it turns out, the Preview foreshadows subject matter but not the occurrence of a particular genre. Thirdly, '*I'll look at the economic structure of the Asia Pacific*' could be seen as foreshadowing a section that will provide a description of economic models in the Asia Pacific region and therefore might take the form of an additional Report genre. Again the previewing turns out to apply to subject matter but not to genre structure. Considering these possibilities, then, it would seem likely that the lecture is not going to have a central, overarching purpose but, rather, three equal purposes as indicated in the introductory questions.

As the Example shows, the previewing of these purposes is continued by way of a number of "follow-on" questions that are suggestive of additional objectives for the lecture (see underlined text in the right column immediately following each of the three topic announcements, for example). From these questions it would seem that the three sections outlined will also serve to: 1) define and describe the Asia Pacific region (as seen by the question '*what is it*'); (2) explain why it's such a popular topic of study today (as seen by '*why do a lot of people study it these days*'); (3) explore the place of ethnicity in Asia Pacific studies (as seen by '*why is ethnicity such an important topic in studying the Asia Pacific*'); (4) describe the economic structure of the Asia Pacific (as seen by '*what changes are taking place these days*') and; (5) explain how and why it has developed so fast (as seen by the question '*why has it developed so fast*'). Considering this material, however, there does not seem to be anything that suggests that any one of these objectives might predominate generically. It could be argued, however, that some of these questions might be interpreted as foreshadowing an Explanation, however, they concern different phenomena (for example, that the Asia Pacific is such a popular subject of study, that ethnicity is important in Asia Pacific studies or that the Asia Pacific has grown rapidly). The only point of connection that might be established between them is

that they are all about the Asia Pacific (and one is about Asia Pacific studies). What is foreshadowed in this Preview, then, is material explaining and reporting on different phenomena related to the Asia Pacific, and just possibly a series of macro or core Explanations and Reports about these different phenomena. What this means is that it is unlikely that the lecture itself will take the form of a single type of core or macro genre, given that this opening indicates that it is going to be directed towards pursuing a range of different communicative goals.

To what extent was this type of patterning a feature of the structuring of the other lectures analyzed in this study? As the genre analyses in Appendices 9-12 show, Lecture 2 (also by Lecturer A) was also found to open with a Preview Phase in which the arrangement of the Topic Phases which comprise the text was foreshadowed in the lecturer's spoken text, suggesting one additional point of contrast between the two lecturers in this study. The only difference that could be observed between the method of foreshadowing in the Previews of Lectures 1 and 2 concerned the way in which the Topic Phases were previewed. In Lecture 1, for instance, previewing was accomplished via introductory questions whereas in Lecture 2, introductory "statements" served as the previewing device. Based on these findings, then, an additional text compositional mechanism for structuring lectures is proposed; one that involves foreshadowing broad scale Topic Phase structure via expository questions or statements at the Preview stage. Thus it seems useful to hypothesize that such mechanisms might also be a feature of broad-scale structuring in lectures more generally.

4.1.2.2 Global Previewing via Written Materials

A second method of foreshadowing the global structure of lectures is illustrated in Examples 30 and 31 below, which provides an overview of the text of the Preview Phase of Lecture 3 by Lecturer B (see Example 30) and a section from the handout for this lecture that corresponds to this Phase (see Example 31). As Example 30 shows, it would seem from material in the spoken text that the lecture might be concerned generally with introducing the football World Cup as seen by the statement '*I know many of us not me many of us in this lecture theatre may not understand what is this World Cup all about*'

(see text highlighted in yellow in the right column of the table in Example 30). As the lecturer goes on, however, at least two additional topics seem likely, including the subject of ‘*why are so many countries making so much noise about it*’ (see text highlighted in green) and the general characteristics of football as a sport, as seen by the statement ‘*this lecture is to make you get aware of football*’ (highlighted in blue). As the Topic Phase analysis of this lecture in Figure 14 above shows, however, the actual pattern of Topic Phase development turned out to be quite different to that foreshadowed in the spoken Preview. What was found, for example, was a series of four Topic Phases that unfolded in accordance with the sequence and subject matter areas foreshadowed on the lecturer’s written handout (see Chapter 3, section 3.1 for a more detailed account of this phenomenon). The method of previewing global structure in this lecture, then, was accomplished in a different way to that employed in Lecture 1 above, i.e. the global structure was foreshadowed via the lecturer’s written materials rather than via what he said in his spoken text.

1. Outline Text	2. Actual Lecture Text
	<p>[#] okay this is the lecture today lets see [#] okay <i>ah</i> this is the lecture today let’s see [#] okay today’s cup <i>ah</i> today’s world today’s t- lecture is the most interesting thing I know many of us [-] not me many of us in this lecture theatre may not understand what is this World Cup all about [10:44:00] why are countries making so much noise about it and especially girls would think why are these boys so very stupid about this one ball being chased by 22 men I know some of you don’t know how many men are in the field also you only see a lot of people making noise in the stadium but you don’t know how to count how many people are playing alright so there are 22 people normally who will chase after the ball sometimes the referee sends out many people for fighting with each other then you have less people but generally you need eleven people per team so if any of you have never heard of football in your life <u>this</u> <u>lecture is to make you get aware of football</u> so you find that this FIFA World Cup Korea Japan that’s the thing you see everywhere you travel in Beppu you will see the banner like this right on the road side sometimes you buy things now <i>ah</i> <i>ah ah</i> you find 2002 FIFA World Cup Korea Japan [10:45:00] is written there Korea is in blue color Japan is in red color does the color</p>

	have any meaning you must understand but of course yeah I put everybody red because you are all united by the same blood color red red red color right is there anybody who has blue color blood [la] or green color blood I think all of us have red color blood okay so I am just going to go over this
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Example 30: Analysis of slide text and lecture (spoken) text in the Preview Phase of Lecture 3

<p style="text-align: center;"><u>LANGUAGES AND CULTURES OF THE ASIA PACIFIC</u></p> <p style="text-align: center;"><u>Lecture 8</u></p> <p style="text-align: center;"><u>The 2002 FIFA World Cup Korea-Japan.</u></p> <p><u>Professor A. M.</u></p> <p><u>Structure of Lecture.</u></p> <p>5. Introduction.</p> <p>6. Why co-host the World Cup?</p> <p>7. Nationalism(s).</p> <p>8. Conclusion.</p> <p style="text-align: center;">2. <u>Introduction.</u></p> <p>✳ FIFA - Federation International de Football Association.</p> <p style="padding-left: 40px;">○ First meeting in 1904.</p>

Example 31: Outline of lecture as shown on the handout for Lecture 3

In terms of the extent to which topical material could be seen as foreshadowing the genre structure of this lecture, the statement ‘*I know many of us not me many of us in this lecture theatre may not understand what is this World Cup all about*’ (see text highlighted in yellow in the right column of the table in Example 30) suggests that the overarching purpose of the lecture might be to provide some form of description of the

football World Cup. As mentioned above, however, at least two additional objectives seem possible as the lecture unfolds, including an elaboration of the reasons '*why are so many countries making so much noise about it*' (see text highlighted in green) and a description of football as a sport, as seen by the statement '*this lecture is to make you get aware of football*' (highlighted in blue).

As it turned out, however, the sequence of Topic Phases anticipated in the opening Preview Phase did not eventuate. Instead, the actual pattern of Phases developed in accordance with the structure outlined on the lecturer's handout (see Example 31), i.e. around a sequence of four broad-scale phases of which three provided an elaboration of some aspect of the subject matter of the lecture and the fourth acted as a conclusion, summarizing and reiterating material that was presented over the preceding phases. The actual previewing of the broad-scale Topic Phase structure of the lecture, then, was accomplished via the written component of the text, rather than via the spoken component. While this seems to be the case, it could also be argued that the actual organization of phases in this lecture is not inconsistent with the purposes announced in the lecturer's spoken text. The lecturer's reference in his spoken text, for example, to '*what is the world cup all about*' and '*why are people making so much noise about it*' might plausibly include a discussion of the '*co-hosting*' issue or the rise of '*nationalism*' as shown on the handout. This could mean, then, that expectations as to the global structure of the lecture may be interpreted differently, depending on whether the listener is attending to the spoken text only, or to the spoken and written text. If the spoken text only were to be referenced, for example, then it may be possible to view the subsequent broad-scale phases as serving the overarching purpose announced in the Preview, however, it would seem in this case that more effort would be required on the part of the listener to "fill in the gaps" or draw the necessary links between the overarching purpose announced earlier and the staging that actually develops as the text unfolds.

As the Topic Phase analyses of the four texts in Appendices 9 -12 shows, this method of previewing was found to be a feature of Lectures 3 and 4 only. In both lectures, for example, material could be identified in the spoken text that could be interpreted as

foreshadowing the subsequent broad-scale structure of the lecture, but as the text unfolds, it is found not to do so. Instead, the lectures consist of a different sequence of Topic Phases. This also means that the lecture cannot be categorized as either an instance of a core genre or as a macrogenre, since the phases or “stages” that develop cannot be seen as serving the overarching purpose announced in the spoken preview (although, as noted above, some listeners may be able to make such a connection). In view of these findings, then, it seems likely that Lectures 3 and 4 can also be categorized as complexes of genre complexes, i.e. as sequences of Topic Phases that do not serve any clearly defined overarching purpose in the lecture but rather, serve their own communicative purposes. In contrast to Lectures 1 and 2, however, the Topic Phase arrangements found in Lectures 3 and 4 are constructed via a different mechanism of structuring. This involved foreshadowing via the written component of the lecture text rather than the spoken component. Based on these findings, then, it would seem valid to hypothesize that previewing via written materials is one additional mechanism for foreshadowing the broad-scale structure of lectures and that this mechanism might be found to operate more generally in university lectures, or at least other lectures in the same subject area.

4.2 Internal Structure of Topic Phases

As the findings showed, Topic Phases were typically realized by a single genre complex. Table 6 provides an overview of the internal structure of the Topic Phases identified in each of the four lectures, showing the number of Phases that were realized by genre complexes (1G = 1 genre complex) or macrogenres (1M = 1 macrogenre). In some cases Topic Phases were not realized by genre complexes or macrogenres, either because no Topic Preview Phase could be identified (as in the case of Topic Phase C in Lecture 4, see “X” highlighted in yellow below) or because the Phase was considerably shorter than other Topic Phases in the lecture and was realized by an instance of a single core genre (as in the “conclusion” phases of Lectures 3 and 4, see “X” highlighted in green below). Examples of each type of structural option, i.e. genre complex, macrogenre and core genre, are presented below. As with the example structures presented in Chapter 3, a single example of each genre structure is provided below which are representative of the key principles of genre structuring observed across the texts as a whole, since it was not

possible for reasons of space to present the full structural arrangement of each text in any further detail.

Lecture	(G) Genre Complex / Macrogenre (M) / Other (X)				
	A	B	C	D	E
1(Lecturer A)	1G	1G	1G		
2 (Lecturer A)	1G	1G			
3 (Lecturer B)	1G	1G	1M	X	
4 (Lecturer B)	1G	1G	X	1G	X

Table 6: Genre structure of Topic Phases in the four lectures

4.2.1 Genre Complex Structuring

In the present study, Topic Phases were typically realized by a single genre complex consisting of a sequence of macro or core genres that were grouped together by their common reference to the subject matter of the Phase. Typically, the interconnection between the elements in the sequence was signaled in a high level discourseTheme that foreshadowed the sequence and articulated how each core or macrogenre related to aspects of the same topic. A typical simple genre complex, for example, might begin with a discourseThematic Preview where the lecturer outlines the topical focus of what is to follow in the forthcoming phase, for example, he might state that the following section is going to be concerned with the historical origins of X and then with why the study of X has become so important. This preview is then followed by a sequence of core or macro genres which deal with the foreshadowed matters, for example, firstly a macro or core Historical Recount (outlining the history of X) and then by a macro or core Explanation dealing with the factors which have resulted in X being seen as important. This type of structuring is represented in Figure 16 below (showing an invented example).

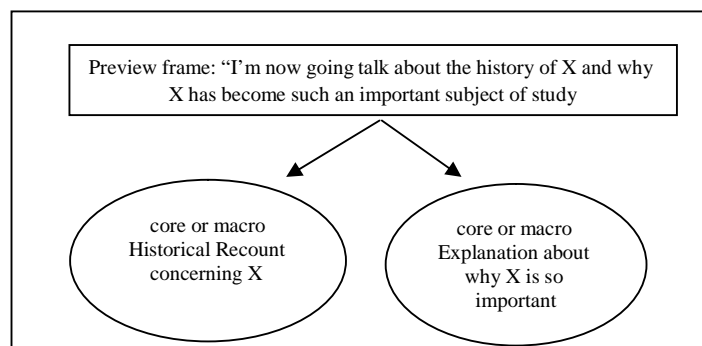


Figure 16: Genre complex structure (invented example)

Such complexes, of course, are not limited to just two genre elements. In principle there can be any number of genre elements (macro or core) in the complex sequence. As the findings showed, for example, Topic Phases in the four lectures were typically realized by genre complexes which included anywhere from five to ten genre elements (core and macro).

As to why the structure shown in Figure 16 above cannot be seen as a macrogenre, as previously indicated, macrogenres are texts which ultimately serve some overarching, dominant communicative purpose via a particular conventionalized arrangement of stages. Thus it is possible to find a macro Exposition or a macro Explanation or a macro Report, for example. While macro genres may have other genres embedded within them, these embeddings ultimately serve the text's overarching, central communicative purpose. In the example shown above, the top-level discourse Theme is suggestive of at least two overarching purposes (i.e. the history of X and the reasons why it has become an important subject of study), meaning that the phase cannot be seen as realized by a single, overarching macrogenre. Additionally, in the Sydney Genre School literature, macro genres are constituted of the same internal stages which operate in their core genre equivalents, even while a stage may be enacted via an embedded genre. Thus it is possible to find an embedded core Recount functioning to supply an Argument stage within a macro Exposition. In contrast, texts that are structured as "genre complexes" involve sequences of genre elements which do not serve any overarching communicative purpose. Instead, they are integrated not as elements in some higher level macro genre but more weakly via their common reference to some topic or subject matter.

In order to demonstrate this genre complex structure, a detailed analysis of one Topic Phase is provided in Figure 17 below, showing Topic Phase C in Lecture 1 by Lecturer A (adapted from Appendix 9). This Topic Phase is from a lecture that was concerned with the "Asia Pacific" and the sub-topic of "ethnicity in the Asia Pacific". In terms of its overall structure as a "genre complex" this Topic Phase closely matches the structure of the majority of Topic Phases identified in the four lectures.

[Topic Phase C Preview]

SO I'LL MOVE ON TO THE THIRD TOPIC I WANT TO COVER WHICH IS ETHNICITY AND THE NATION STATE [-] | SO PLEASE WAKE UP AGAIN | SORRY I DIDN'T HAVE TIME TO GIVE YOU A CUP OF COFFEE | BUT YOU KNOW *UM UH* I'LL I'LL CARRY ON AND TRY AND FINISH AS QUICKLY AS I CAN [-] ||

[C¹ Descriptive Report *macro* / Classification]

RIGHT WELL ONE THING WHICH MOST ASIA PACIFIC COUNTRIES HAVE IN COMMON IS ETHNIC DIVERSITY ||

[C¹ Description/ Phase 1]

most Asian countries with very few exceptions Japan is one Korea is another have lots and lots of ethnic groups speaking different language and having different cultures ||

[C¹ Description / Phase 2] [C^{1A} Exposition *core* / Thesis]

and of course where you've got lots of ethnic diversity | its not very helpful for political stability | very often in countries in which there's most political problems are actually the ones which have lots of different ethnic groups ||

[C^{1A} Argument / Phase 1]

there's are some very good examples in Africa of course [la] with most famous cases | but places like Indonesia where certain provinces want to break away and be independent | former Soviet Union Russia former Yugoslavia all these show us that you know these countries can break up | and that you know that ethnic groups can demand independence and in some cases get it

[C² Description / Phase 3] [C^{2B} Factorial Explanation *macro* / Outcome]

[-] BUT WE'VE GOT A PROBLEM HERE | WHAT IS AN ETHNIC GROUP | THERE'S LOTS OF DIFFERENT DEFINITIONS ||

[C^{2B} Factor / Phase 1]

sometimes the state plays a role by officially defining the ethnic groups within it as in Malaysia China | Singapore people actually have documents saying which ethnic group they belong to | I am Chinese | I am Indian | I belong to the Baha'i minority | I am Tibetan [la] okay | the country actually officially defines people as belonging to one or other of a number of officially recognized ethnic groups | and it's a very interesting question how these ideas developed since the colonial period up to now ||

[C^{2B} Factor / Phase 2]

[-] *um* definitions of ethnicity by outside people often focus on groups which are culturally different from the point of view of language religion | in many countries its quite easy to spot people from ethnic groups | because they look different | or they wear different clothes | or they speak different languages | or they go to different churches or mosques | or they eat different food you know | ethnic groups do all these things ||

[C^{2B} Factor / Phase 3] [C^{2B1} Descriptive Report *macro* / Classification]

BUT SOMETIMES OF COURSE YOU GET PEOPLE WHO ARE BASICALLY THE SAME AS EACH OTHER | BUT THEY THINK THEY ARE DIFFERENT | THIS IS VERY IMPORTANT | YOU CAN GET SITUATIONS WHERE PEOPLE ACTUALLY THINK THEY ARE DIFFERENT AND THAT MAKES THEM INTO A DIFFERENT ETHNIC GROUP VERY GOOD EXAMPLE OF THIS OF COURSE IS IN FORMER YUGOSLAVIA | THE DIFFERENCE BETWEEN SERBS AND CROATS | WHAT IS THE DIFFERENCE BETWEEN A SERB AND A CROAT ||

[C^{2B1} Description / Phase 1]

well actually the language is very similar | its written in different ways | the Croats use romaji | and the Serbs use something that looks very much like Russian | it's a variation on the Russian or Greek alphabets ||

[C^{2B1} Description / Phase 2]

the differences lie really in the former religious differences | Croats were usually Catholics | and *um* Serbs belong to the Greek Orthodox Church which is popular in Eastern Europe and of course in alphabet ||

[C^{2B1} Description / Phase 3] [C^{2B1A} Historical Recount *core/ Background*]

[--] BUT ALSO OF COURSE SERBS AND CROATS ALSO CAME INTO CONFLICT IN THE SECOND WORLD WAR ||

[C^{2B1A} Event / Phase 1]

generally the Croats supported the Germans and the Italians | and the Serbs were supporting the Russians the British and the Americans | so there was a lot of fighting ||

[C^{2B1A} Event / Phase 2]

then after the war though you have a communist government | a guy called Josip Tito was in charge for a very long time as the president | and he was able to keep you know this ethnic conflict undercover for a long time | people didn't think that this ethnic conflict was there anymore that | it had gone away | Serbs Croats were living together quite happily | religion wasn't as important anymore | because it was a communist government and of course | many Serbs and Croats were actually marrying each other living together you know and getting on apparently quite well ||

[C^{2B1A} Event / Phase 3]

but when Tito died communism collapsed | the basis of the new political parties was actually ethnicity | and the result was a lot of conflict and civil war | and Yugoslavia actually broke up ||

[C^{2B1A} Event / Phase 4]

and this is the process we see going on today | so the question was not what's the difference between the Serbs and the Croats | the important thing is for historical reasons | the Serbs and the Croats saw themselves as being very different ||

[C^{2B} Factor / Phase 4] [C^{2B2} Exposition *core/ Thesis*]

[--] ALSO THERE'S ANOTHER THING ABOUT CULTURE | THERE IS NO SUCH THING AS CHINESE CULTURE OR JAPANESE CULTURE WHICH IS FIXED | ITS ALWAYS CHANGING OKAY ||

[C^{2B2} Argument / Phase 1]

traditional Japanese culture was things like raw fish and kimonos | how many kimonos do you see at APU | come on its like the Scottish kilt you know | everyone knows the national dress in Scotland is skirts which men wear | but if you go to Scotland | you never see this dress | but the only place in Japan you'll see a kimono is in Kyoto | otherwise you don't see them very often you know |

[C^{2B2} Argument / Phase 2]

So traditional culture really has changed | Japanese culture for many people is now manga anime J-pop you know | these kinds of things | these new elements of culture ||

[C^{2B2} Reiteration of Thesis]

CULTURE IS ACTUALLY CHANGING ALL THE TIME ||

[C³ Descriptive Report *macro / Classification*]

[--] IN THE ASIA PACIFIC AS A WHOLE THOUGH THERE'S QUITE DIFFERENT TYPES OF ETHNICITIES IN DIFFERENT COUNTRIES | SO I JUST WANT TO SUMMARIZE THESE BRIEFLY | BECAUSE THEY HAVE QUITE

DIFFERENT CAUSES ||

[C³ Description Phase 1] [C^{3A} Factorial Explanation *core* / Outcome]

FIRSTLY THERE'S A NUMBER OF COUNTRIES IN THE ASIA PACIFIC WHERE YOU HAVE COLONIES OF SETTLEMENT | WHAT HAPPENED WAS THAT A BIG POPULATION CAME IN FROM OUTSIDE AND SETTLED ALONGSIDE A SMALL ABORIGINAL LOCAL POPULATION ||

[C^{3A} Factor / Phase 1]

[-] this includes Canada United States Australia and New Zealand where mainly Europeans came in | and they settled alongside a local population of *um* a Australian aborigines Maoris in the case of New Zealand and of course native Canadians native Americans in the case of North America ||

[C^{3A} Factor / Phase 2]

you've also got two curious cases in East Asia of course Taiwan and Hokkaido both of which have their very small aboriginal populations representing the original people who were there when the Chinese and the Japanese came in | so its not just North America and Australia | you've also got aboriginal populations in Taiwan and Japan ||

[C³ Description Phase 2] [C^{3B} Factorial Explanation *macro* / Classification]

[-] SECONDLY THERE'S A DIFFERENT KIND OF COLONIALISM | THERE'S COLONIES OF EXPLOITATION | THIS IS WHERE THERE WAS A VERY SMALL SECULAR POPULATION AND A VERY LARGE LOCAL POPULATION ||

[C^{3B} Factor / Phase 1] [C^{3B1} Taxonomic Report *core* / Classification]

THE BEST EXAMPLES WERE DURING THE COLONIAL PERIOD WHERE YOU GET SMALL GROUPS OF COLONISTS COMING IN | BRITISH FRENCH JAPANESE DUTCH AND DOMINATING THE LOCAL PEOPLE ||

[C^{3B1} Description / Phase 1]

the three great examples in Asia of course were India which was controlled for many years by the British ||

[C^{3B1} Description / Phase 2]

Indonesia which was controlled for many years by the Dutch ||

[C^{3B1} Description / Phase 3]

and Indo-China that includes Vietnam Laos and Cambodia which was controlled for many years of course by the French | and these colonial minorities the colonialists these Europeans that used to live there generally went back to their own country | *um* but there are still small groups of businessmen of course left in places like Singapore and Hong Kong | you still see a lot of European businessmen just as you did in the colonial period there | but these are special cases ||

[C³ Description Phase 3] [C^{3C} Factorial Explanation *macro* / Classification]

[-] A THIRD KIND OF ETHNICITY IS WHERE YOU GET LABOR AND TRADE MIGRATIONS AND DIASPORAS DATING FROM THE COLONIAL PERIOD ||

[C^{3C} Factor / Phase 1] [C^{3C1} Factorial Explanation *macro* / Outcome]

IN MANY COLONIES IN MANY PARTS OF THE WORLD NOT JUST ASIA PACIFIC | THE COLONIAL POWERS BRITAIN FRANCE HOLLAND YOU KNOW AMERICA FOUND THEY WERE VERY VERY SHORT OF LABOR NOW YOU PROBABLY NOTICED THAT JUST TWO COUNTRIES IN THE WORLD INCLUDE ABOUT A THIRD OF THE WORLD'S POPULATION | THEY ARE CHINA AND INDIA | CHINA AND INDIA HAVE ALWAYS HAD THE BIGGEST POPULATIONS | EVER SINCE YOU KNOW TWO THOUSAND YEARS AGO | SO WHENEVER ANYONE IS SHORT OF

LABOR | THE FIRST PLACE THEY LOOK FOR OF COURSE IS CHINA AND INDIA [LA] ||

[C^{3C1} Factor / Phase 1]

[-] **the result is that Chinese and Indians have spread all over the world the overseas Indians and Chinese diaspora** | they've been taken as laborers to other parts of the world by colonial powers | they've settled there | they've moved into business | they've become very very successful | and the result is the network of overseas Chinese and overseas Indians which we see today ||

[C^{3C1} Factor / Phase 2] [C^{3C1A} Factorial Explanation *core/* Classification]

[-] MANY OF THEM MOVE INTO BUSINESS | MANY OF THEM MOVE INTO EDUCATION | THEY MOVE INTO GOVERNMENT SERVICE | AND IN SOME COUNTRIES *um* FOR INSTANCE MALAYSIA SINGAPORE FIJI DIASPORA COMMUNITIES MAKE UP A HUGE PART OF THE POPULATION ||

[C^{3C1A} Factor / Phase 1]

in the case of Singapore nearly everyone belongs to a diaspora community | because of course Singapore itself was just a tiny village when the British moved there in the early nineteenth century ||

[C^{3C1A} Factor / Phase 2]

Fiji one of the problems there is that half of the population there consists of people of Indian descent who settled there during the colonial period | and of course run most of the businesses and have most of the money ||

[C^{3C1} Factor / Phase 3] [C^{3C1B} Factorial Explanation *macro/* Outcome]

SO THIS CAN EASILY RESULT IN CONFLICT ||

[C^{3C1B} Factor / Phase 1]

in Malaysia in nineteen sixty-nine actually there were very very serious riots between the Malay community on the one hand and the Chinese community on the other [la] | as in many of the Malaysian cities there was a very large Chinese population | and again *um* they were the wealthiest part of the community | they ran many of the businesses and then of course ||

[C^{3C1B} Factor / Phase 2]

you've got the conflict in Fiji more recently which you probably remember from last two or three years ||

[C^{3C1B} Description / Phase 3] [C^{2C1B1} Exposition / Thesis]

[-] SLIGHTLY DIFFERENT CASE OF LABOR MIGRATION IS IF YOU LOOK AT AMERICA | AND I MENTION THIS BECAUSE THIS IS ALSO TRUE IN LATIN AMERICA AS WELL ||

[C^{3C1B1} Argument / Phase 1]

Africans were taken into the Americas during the 17th and 18th centuries as slaves | *um* their descendants have scattered through out North and South America | look at the Brazilian football team | you'll see the effects of African descendants in Brazil same in Cuba | many of the athletes are of African descent [-] | and the result of course of slavery and the discrimination that followed | there's been a long struggle for political and civil rights ||

[C^{3C1B1} **Reiteration of Thesis**]

SO LARGE PARTS OF THE WESTERN PAC- SORRY THE EASTERN PACIFIC
THAT IS TO SAY AMERICA HAS THESE RACE RELATIONS PROBLEMS
DATING FROM THE SLAVERY PERIOD ||

[C^{3C1B} **Description / Phase 4**] [C^{3C1B2} **Historical Recount** *core / Background*]

[--] *um* A SIMILAR EXAMPLE TO THIS IS ACTUALLY IS THE KOREANS IN
JAPAN ||

[C^{3C1B2} **Event / Phase 1**]

**during the colonial period the Japanese brought in many
Koreans as laborers** | after the end of World War Two many
went back to Korea | but some stayed in Japan | and their
political and legal status became very complicated because of
course | Korea became independent and stopped being part of
the Japanese empire | and for the first time actually many of
the Korean families who'd been in Japan for a very long time
were suddenly treated as foreigners | they had to carry around
cards you know saying I am a foreigner | I am a registered
foreigner in Japan | most of these people of course were born
in Japan | so this has been a big issue for the last few years you
know the status of the Koreans ||

[C^{2C1B2} **Event / Phase 2**]

um **and of course these were also then complicated further
by the division into North Korea and South Korea** | so
Japan had groups of Koreans saying we are North Koreans |
and groups of Koreans saying no no no we are South Koreans
[1a] | and there are still these two communities in Japan which
are still *um* [-] largely separate from each other although | they
are coming together largely | and many of course are taking
Japanese citizenship as well | so the situation of the Koreans in
Japan is changing very very rapidly actually | it's a very very
interesting case ||

[C³ **Description Phase 4**] [C^{3D} **Factorial Explanation** *macro / Outcome*]

YOU'VE ALSO GOT RELATIONS BETWEEN DIFFERENT IMMIGRANT MINORITIES | *um* YOU GET LOTS OF
OUTSIDERS COMING IN | AND THEY FORM DIFFERENT GROUPS IN THE POPULATION ||

[C^{3D} **Factor /Phase 1**] [C^{3D1} **Exposition** *core / Thesis*]

EXCELLENT EXAMPLE IS THE AMERICANS OF COURSE | *um* YOU'VE GOT WELL ORGANIZED
GROUPS OF ITALIAN AMERICANS PEOPLE WITH ITALIAN NAMES | THEY CAME FROM ITALY ||

[C^{3D1} **Argument / Phase 1**]

um **you've got Jewish Americans** | most of whom came from Eastern Europe |
and *um* many of whom now have close links with Israel ||

[C^{3D1} **Argument / Phase 2**]

**but nowadays of course especially if you go to San Francisco you've got
huge numbers of Asian Americans as well people of Chinese Taiwanese *um*
Korean and Japanese descent** ||

[C^{3D1} **Argument/ Phase 3**]

and then of course you've got African Americans all over America ||

[C^{3DI} Reiteration of Thesis]

AMERICA'S VERY VERY COMPLICATED | BECAUSE MOST OF THE AMERICANS CONSIST OF POPULATIONS THAT CAME IN FROM OUTSIDE IN DIFFERENT HISTORICAL PERIODS | AND THEY STILL RETAIN *UM* IDENTITIES AND LINKS FROM THEIR PLACES OF ORIGIN | AND THEY COMPETE FOR POWER | SO IN AMERICAN ELECTIONS THE ITALIAN AMERICANS OFTEN FORM A TIGHT KNIT GROUP WHICH DECIDES TO VOTE FOR ONE PARTY OR THE OTHER ||

[C³ Description Phase 5] [C^{3E} Factorial Explanation *macro* / Outcome]

[--] A FIFTH EXAMPLE OF ETHNICITY IS MULTICULTURAL POPULATIONS RESULTING FROM COLONIALISM | MANY COUNTRIES IN THE THIRD WORLD HAVE BOUNDARIES WHICH WERE ESTABLISHED BY THE FRENCH THE BRITISH THE DUTCH THE AMERICANS DURING THE COLONIAL PERIOD RATHER THAN BY LOCAL PEOPLE | AND WHAT HAPPENED WAS THAT THE POLITICAL ETHNIC AND LANGUAGE BOUNDARIES DIDN'T COINCIDE ||

[C^{3E} Factor / Phase 1]

Europeans drew lines on the map and said this is our colony but of course | there were many people speaking different languages and with different cultures inside these boundaries | and so in many former colonies there's different ethnic groups ||

[C^{3E} Factor / Phase 2] [C^{3E1} Factorial Explanation *macro* / Outcome]

NOW WHAT ACTUALLY HAPPENS IN SOUTH EAST ASIA IS QUITE INTERESTING ||

[C^{3E1} Factor / Phase 1]

you've often got a big majority population which lives on the flat land where they grow lots and lots of rice [la] ||

[C^{3E1} Factor / Phase 2]

and then up in the hills you've got different groups of people speaking different languages with different economic systems | and of course quite different cultures | you find this in Burma | you find this is Thai | and you find this in Laos | you find this in China | you know up in the hills are these different groups these minority groups with quite different cultures ||

[C^{3E1} Factor / Phase 3] [C^{3E1A} Exposition *core* / Thesis]

AND OF COURSE | WHERE YOU DISCOVER THINGS LIKE OIL IN MINORITY AREAS YOU'VE ALSO GOT A PROBLEM ||

Figure 17: Analysis of genre structuring in Topic Phase C in Lecture 1

This Topic Phase was categorized as a genre complex on the following grounds: (1) a close analysis revealed it could be divided up into a sequence of genre structures (either macro or core) each serving their own particular communicative goal and each comprised of the functional stages associated in the literature with that particular goal; (2) they were not embedded elements in a higher level macro genre, i.e. they could not be seen as serving some central, over-riding communicative goal and; (3) they were integrated or connected by having common reference to the same subject matter, as indicated in the Topic Phase Preview, and therefore could be seen as constituting a genre “complex”. The following sections are directed towards demonstrating this particular analysis. The overall structure of the complex will be outlined, specifically the nature of macro and core genres which comprise the complex. At the same time the internal structure of each of the genre structures in the complex will be described, with the purpose of demonstrating the basis on which each of the genre classifications has been made.

An overview of the structure of Lecture 1, Topic Phase C (“ethnicity”) is provided in Figure 18 below. As the Figure shows, the Topic Phase opens with a Preview in which the lecturer announces that he will ‘*move on to the third topic I want to cover which is ethnicity and the nation state*’. In this instance, material in the discourse Theme is not suggestive of any overarching communicative purpose that might serve to foreshadow the global structure of this lecture as some form of genre, that is, it is not possible to determine whether the subject of ‘*ethnicity and the nation state*’ that is mentioned might take the form of an Explanation, a Report, or any of the other core genre types mentioned in the Sydney School literature. Neither is it possible to identify any material that points forward to the order or arrangement of stages that might follow. Instead, what is found as the text unfolds is a sequence of core and macrogenres that are loosely linked to each other by their common reference to the subject under consideration, i.e., ‘*ethnicity and the nation state*.’ These include, firstly, macrogenres C¹, C² and C³ which are structured as Descriptive Reports, providing descriptions and definitions of ethnicity in the Asia Pacific region, which are then followed by core genres C³ and C⁴ which are structured as Expositions, advancing the positive and negative aspects of ethnic diversity. The global structure of the genre complex that realizes this Topic Phase is summarized as follows:

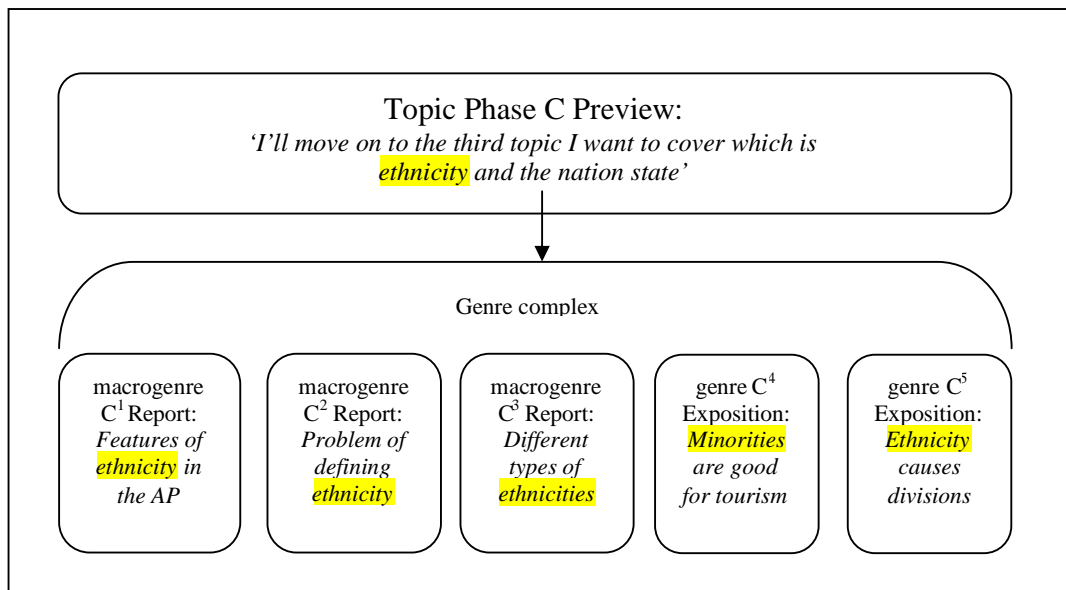


Figure 18: Global structure of genre complex in Topic Phase C of Lecture 1

Exploring the internal structure of this genre complex at the next level down, Table 7 below shows an extract from the opening sequences of Topic Phase C which illustrates the method by which macrogenre elements were identified in genre complexes in this and other Topic Phases in the four lectures. As the Table shows, the span in question begins with a Topic Phase Preview in which the broad subject of the phase is announced, i.e. *'ethnicity and the nation state'* (see text highlighted in grey in the far right column). Immediately following the Preview is macrogenre C¹, which is overarchingly concerned with elaborating on the phenomenon of ethnic diversity in Asia Pacific countries (see material highlighted in yellow in the "Classification" stage of C¹ below). This phenomenon is then elaborated over two "Description" stages which mention the fact that most Asian countries, with the exception of Japan and Korea, have a large number of ethnic groups (see Stage 1) and the issue that such diversity raises for political stability more generally (in Stage 2). The Table also shows that Stage 2 is itself realized by an embedded Exposition genre (C^{1A}), with the span of text that realizes this stage acting as the "Thesis" (highlighted in green), which is concerned with presenting the view that ethnic diversity is not "helpful" for political stability. This is followed by an "Argument"

stage which provides, in support of the Thesis, examples of countries that experience problems due to their ethnic makeup.

Element	Stage/Element	Stage	Lecture Text
Topic Phase C Preview			SO I'LL MOVE ON TO THE THIRD TOPIC I WANT TO COVER WHICH IS ETHNICITY AND THE NATION STATE [-] SO PLEASE WAKE UP AGAIN SORRY I DIDN'T HAVE TIME TO GIVE YOU A CUP OF COFFEE BUT YOU KNOW UM UH I'LL I'LL CARRY ON AND TRY AND FINISH AS QUICKLY AS I CAN [-]
C ¹ Descriptive Report (macro)	Classification		RIGHT WELL ONE THING WHICH MOST ASIA PACIFIC COUNTRIES HAVE IN COMMON IS ETHNIC DIVERSITY
	Description Stage 1		most Asian countries with very few exceptions Japan is one Korea is another have lots and lots of ethnic groups speaking different language and having different cultures
	Description Stage 2 [realized by] C ^{1A} Exposition (core)	Thesis	and of course where you've got lots of ethnic diversity its not very helpful for political stability very often in countries in which there's most political problems are actually the ones which have lots of different ethnic groups
		Argument Stage 1	there're some very good examples in Africa of course [la] with most famous cases but places like Indonesia where certain provinces want to break away and be independent former Soviet Union Russia former Yugoslavia all these show us that you know these countries can break up and that you know that ethnic groups can demand independence and in some cases get it
C ² Descriptive Report (macro)	Classification		BUT WE'VE GOT A PROBLEM HERE WHAT IS AN ETHNIC GROUP THERE'S LOTS OF DIFFERENT DEFINITIONS

Table 7: Macrogenre element of a genre complex in Topic Phase C of Lecture 1

A second example of structuring from Topic Phase C is provided in Table 8 below which demonstrates the methods by which core genres elements were identified in genre complexes that realize Topic Phases. More specifically, the purpose is to demonstrate the

case of a core genre which is one element in the sequence of genres which constitutes the genre complex comprising the current Topic Phase. Table 8 shows a span of text that is structured as an Exposition genre (C⁴). This span follows on from an Explanation of ethnic minorities in China (see the text of the final Factor stage of that structure at the top of the Table) and is concerned with presenting the argument ‘*minority cultures are also very good for tourism*’ (see Thesis stage highlighted in yellow below). This is followed by two “Argument” stages, the first of which argues that this reinventing of cultures occurs ‘*all over East Asia*’ (see text highlighted in green) and the second provides specific examples of this practice, as seen in the numerous travel advertisements for India or Malaysia, for instance (see text highlighted in blue). The span is then brought to a close via a “Reiteration” stage (see text highlighted in pink), which revisits the “Thesis”, that is, it reiterates the view that ethnic minorities have reinvented their cultures for the tourism market.

Element	Stage/Element	Lecture Text
C^{3F2D} Factorial Explanation (core)	Factor Stage 2	and some groups who used to claim to be Han Chinese now claim to be a minority there was a famous book written about Yunnan Province many years ago by an American-Chinese who wrote about this area as being typically Chinese [-] and then suddenly they decided they belonged to a minority now they call themselves the Bahai [la] and they’ve resurrected and reinvented local industries and handicrafts they’ve started a tourist industry based on the fact they are different from the Han Chinese even though a few years ago they considered themselves real Han Chinese so people change their identity if they think its good
C⁴ Exposition (core)	Thesis	MINORITY CULTURES ARE ALSO VERY GOOD FOR TOURISM OF COURSE [-] UM LOCAL CULTURES CAN BE REINVENTED THEY CAN BE PERFORMED AND THEY CAN BE SOLD TO TOURISTS
	Argument Stage 1	all over East Asia you find local groups reinventing traditional songs traditional dances putting on traditional costumes performing them for the tourists and turning this into a new industry
	Argument Stage 2	just look at the television these days if you look at CNN BBC all the adverts are for travel these days [la] all the adverts for travel Indonesia Malaysia India they’re all presenting themselves as extraordinarily interesting countries to visit and they are selling their ethnic cultures their ethnic diversities very very clear in the case of Malaysia they’re selling tradition they’re selling their minorities this is becoming their basis for their tourist industry
	Reiteration	BUT THESE CULTURES ARE OFTEN INVENTED TRADITIONS RATHER THAN REAL TRADITIONS THEY’VE BEEN RECREATED FOR THE TOURIST MARKET SO CULTURES AND ETHNIC GROUPS AREN’T STATIC THEY CHANGE ALL THE TIME

Table 8: Core genre element of a genre complex in Topic Phase C of Lecture 1

By the methods just outlined, then, it was possible to identify and categorize each of the lower-level genre elements that realized the genre complex in Topic Phase C. To recap, these included a sequence of core and macrogenres including Descriptive Report macrogenres C¹, C² and C³ and (core) Exposition genres C⁴ (shown above) and C⁵, each of which can be seen as elaborating on different elements of the general subject of '*ethnicity and the nation state*', demonstrating that this Phase matches the structural arrangements associated with genre complexes.

4.2.2 Macrogenre Structuring

As Table 6 above shows, the vast majority of Topic Phases were realized by genre complex structures. The only exception to this rule was the case of Topic Phase C in Lecture 3 (by Lecturer B) which was realized not via a genre complex, but via a single macrogenre. Figure 19 below (adapted from Appendix 11) provides an overview of this Topic Phase, showing a macrogenre that extends across the entirety of Topic Phase C. As mentioned previously, for a span of text to be classified as a macrogenre, it had to include at least one embedded genre, with this embedded, "lower-level" genre serving the overarching purpose of the "higher-level" genre in which it was embedded.

[Topic Phase C: Preview] [C Historical Recount *macro* Background]

AND THEN I WANT TO TALK TO YOU [11:17:00] ABOUT WHAT HAPPENED BEFORE THE DECISION TO CO HOST A WORLD CUP WAS DECLARED | AND AFTER IT WAS IT WAS ALLOWED ||

[C Event / Stage 1] [C¹ Historical Account *macro* Background]

[-] NOW ONCE *ah* KOREA SAID THEY ALSO WANT TO HOST WORLD CUP | AND JAPAN ALSO WANTED TO HOST WORLD CUP | NOW EACH COUNTRY ORGANIZED A NATIONAL *ah ah ah ah* SORT OF COMMITTEE WHICH WILL GO AROUND THE WORLD AND CAMPAIGN THE 21 MEMBERS [POINTS AT THE BLACKBOARD] TO CONVINCE THEM | SO THEY WILL SUPPORT EITHER JAPAN OR KOREA | NOW WHATEVER IS IN RED COLOR HERE IS WHAT THE KOREANS *ah ah ah* SAID ABOUT JAPAN BAD THINGS *uh* | AND WHATEVER IS IN BLUE COLOR IS WHAT JAPANESE COMMITTEE SAID ABOUT KOREA | SO WHAT IS THE CRITICISM ||

[C¹ Event / Stage 1] [C^{1A} Historical Account *core* Background]

BOTH JAPAN AND KOREA GAVE A LOT OF GIFTS AND INVITATIONS TO THEM ||

[C^{1A} Event/ Stage 1]

so if you are member of FIFA | and you come to Tokyo airport Narita airport [11:18:00] | you get a special car probably | and then probably they deliver a car to your home | wherever you are in the world free car also ||

[C^{1A} Event / Stage 2]

then you get first class hotel ||

[C^{1A} Event/ Stage 3]

suppose your son wants to study in APU | he gets scholarship also no problem | the company gives scholarships | you get one company in Japan to gives scholarships | send to APU ||

[C^{1A} Event/ Stage 4]

so gifts and invitations until *ah ah* everybody said this is becoming too much | because the same 21 people they take money from Korea | they take money from Japan | after sometime it becomes a problem whom to support | because everybody is giving you gifts | everybody is giving you good hotel good food | so you must become member of the FIFA team FIFA board | then your life is very good | you know for four years you enjoy a very good life anyway ||

[C¹ Event / Stage 2]

and then *ah* Japan said look we have superior technology and infrastructure like the 3D *ah* cameras for instance ||

[C¹ Event / Stage 3]

and whereas Korea said look at Japan Japan's war time activities are very bad | we should not support Japan [11:19:00] | because there are many countries in the world which are talking about human rights | so Korea used this against *ah ah ah* Japan ||

[C¹ Event / Stage 4]

and Japan said they have the most modern transportation network ||

[C¹ Event / Stage 5] [C^{1B} Historical Recount *core* Background]

SO YOU FIND THAT KOREA FOR INSTANCE IN 1994 AND 1995 | THEY TOOK A TOUR ||

[hyperTheme C1E1] **[C^{1B} Event / Stage 1]**

like *ah ah ah ah ah* the the president of *ah* Korea football association he took a tour | they visited 34 countries in 133 days telling all the leaders you must support Korea | and when when when the Hyundai leader goes that means business also goes *uh* | he says

Korea will give you so much commission | you please support us in football | so you find that there is no more football | they are not talking about the ball | they're talking about business | they're talking about politics ||

[hyperTheme C1E2]] **[C^{1B} Event / Stage 2]**

and in 1995 they visited 35 countries to convince them | because you must remember there are 201 national teams ||

[C¹ Event / Stage 6]

and so you find a- a- and the Koreans said Japan started the J league very late [11:20:00] | whereas the K league has been there very very long | K league is the Korea league professional foot cup *uh* football ||

[C¹ Event / Stage 7]

and the Koreans also did a survey | and they said only 29 percent of the people wanted World Cup | whereas in Korea how many 85 percent of the people love World Cup | so you please put the World Cup in Korea ||

[C¹ Event / Stage 8]

so like this they went on for debating | and a lot of money exchanged hands | there is corruption bribery *uh* | you must remember corruption bribery a lot of money exchanged hands | I think they sent spent something like 83 million US dollars | each of them trying to buy people to support them | that is so far | you can read | and find out ||

[C Event / Stage 2] [C² Factorial Explanation *macro* / Outcome]

THEN AFTER THAT EVERYBODY BECAME WORRIED [-] | WHAT IF WE GIVE JAPAN | [-] KOREA PEOPLE IN KOREA WILL GET UPSET | WHAT IF WE GIVE ONLY KOREA | PEOPLE IN JAPAN WILL GET UPSET ||

[C² Factor / Stage 1]

like for instance if Korea has got the World Cup | then Japan Football Association is closed | I think the people in Japan [11:21:00] especially who love football they will go and kill the chairman of the JFA for losing it | such hatred *uh* against JFA for not being so effective ||

[C² Factor / Stage 2] [C^{2A} Exposition *core* / Thesis]

THEN THE POLITICAL PROBLEMS IN JAPAN ||

[C^{2A} Argument / Stage 1]

like for instance even in Oita the governor has invested so much money in building the stadium | they are only playing three matches | many people in Oita are quite angry | you put so much money | how much money are we getting back ||

[C^{2A} Argument / Stage 2]

we have lost so much money in every prefecture in Japan | the governors are in political danger | so you find that if anything goes wrong | all these people who took money from Japan also in trouble [*points at Blackboard*] | because the JFA will say all these people took bribery from us problem a lot of problem ||

[C² Factor / Stage 3]

and then you find that the Japanese people will say that the Koreans are very very smart | we must hate Koreans | so rise in anti-Korean feeling ||

[C² Factor / Stage 4]

and suppose Korea had lost Korea | Koreans would say the Japanese are always trying to undermine us | [11:22:00] you see even in football they cheated us really so anti-Japanese feeling ||

[C Event / Stage 3] [C³ Factorial Explanation *core* / Outcome]

SO IN ORDER TO AVOID ALL THAT FIFA DECIDED TO GIVE THEM CO HOSTING | BUT THEN AFTER FIFA DECIDED | SO MANY PROBLEMS CAME TO THE FRONT ||

[C³ Factor / Stage 1]

Japan and Korea are not the same | even though they are neighbors | they have different languages ||

[C³ Factor / Stage 2]

they have different currencies different money | you cannot of course you can use yen to buy in the Seoul airport right | but but you cannot use it very much ||

[C³ Factor / Stage 3]

and then they have no history of cooperation between the police and the security and immigration | all these has to be done ||

[C Event / Stage 4] [C⁴ Factorial Explanation *macro* / Outcome]

SO IN ORDER TO AVOID ALL THIS PROBLEM | FIFA ESTABLISHED A COMMITTEE CALLED THE JAPAN KOREA SOCCER GROUP IN JULY 1996 | NOW THE MINUTE THEY ESTABLISHED THIS | THEY HAVE SO MANY KOREANS IN THE COMMITTEE SO MANY JAPANESE IN THE COMMITTEE | NOW THE THE QUARREL STARTED ||

[C⁴ Factor / Stage 1] [C^{4A} Historical Account *core* / Background]

HOW CAN YOU NAME THE EVENT | SHOULD IT BE JAPAN-KOREA SHOULD IT BE FOOTBALL KOREA JAPAN FOOTBALL ||

[C^{4A} Event / Stage 1]

Japan says [11:23:00] J comes first | K comes next ||

[C^{4A} Event / Stage 2]

but then Koreans say in French Korea is written as C [*writes on the Blackboard*] really interesting problem ||

[C^{4A} Event / Stage 3]

so finally they say okay we allow Korea | because under French K comes after Japan | but C comes before J so Korea Japan | see a simple thing like that | so when you see Korea-Japan *ah ah ah ah* World Cup | you cannot take this for granted | many people quarrel this | and between *ah ah* Seoul and Tokyo many people flying many times just to settle this problem just this name *uh* ||

[C⁴ Factor / Stage 2]

and then venue and schedule times so finally after much fighting they decided okay we will have the closing match in Japan | but the first match and the two semi finals must be in Korea | [11:24:00] Japan said okay | since *ah ah* JFA thought that they had already lost the chance to host World Cup totally | they said alright we will give it ||

[C⁴ Factor / Stage 3]

then they had a lot of quarrels on the venue and time schedules then same thing with media and broadcasting | you must remember television stations can make a lot of money | NHK can make a lot of money just by broadcasting these things ||

[C⁴ Factor / Stage 4]

so then they also there then they have to decide which teams must play where | because you must remember when France plays | more tickets are sold | [-] when some other countries play | three thousand seats are empty in the stadium | nobody goes there to even watch the game ||

[C⁴ Factor / Stage 5]

you all know that then the same thing ceremonies ||

<p>[C⁴ Factor / Stage 6] [C^{4B} Factorial Explanation <i>macro/ Outcome</i>] AH AH AH AH AH THEN THE IMPORTANT THIS IS THE MASCOT LIKE IF YOU TAKE THE MASCOT FINALLY FIFA CAME UP WITH THREE MASCOTS NOW THIS MASCOTS ARE A VERY VERY INTERESTING ISSUES WHAT IS THIS MASCOT SO FINALLY WHEN THEY DECIDED THE NAME THEY SAID OKAY AFTER THIS DEBATE THEY PUT KOREA JAPAN </p>	
<p>[C^{4B} Factor / Stage 1] [C^{4B1} Descriptive Report <i>core/ Classification</i>] NOW THE MASCOT [11:25:00] I HAVEN'T BROUGHT THE PICTURE HERE BUT YOU CAN SEE IT IN THE INTERNET IT'S A THREE CARTOON FIGURES ACTUALLY </p>	
<p>[C^{4B1} Description / Stage 1] ah it shows the middle one is supposed to be a coach and the other two are supposed to be players <i>uh</i> now one of the <i>ah ah ah ah ah</i> mascot is called Ato and the other one is called Kaz the one in the middle is called Nick </p>	
<p>[C^{4B} Factor / Stage 2] now the people in Korea some of them said this Ato is similar to Atom all the Japanese children know this cartoon figure Atom you know that how many of you never watched Atom in your life [--] never all my Nihon-jin friends never watch Ato Ato I watch Atom [-] alright </p>	
<p>[C^{4B} Factor / Stage 3] and then this Kaz name is something very close to Muirakazuyoshi the Koreans said this cannot be the thing all these names are Japanese names but anyway finally they said okay we will we will have Ato Kaz and Nik as the coach you must read these about this debate </p>	
<p>[C⁴ Factor / Stage 7] [C^{4C} Factorial Explanation <i>core/ Outcome</i>] AND THEN THE SAME THING WITH THE TICKET ALLOCATION YOU KNOW </p>	
<p>[C^{4C} Factor / Stage 1] ah this time what whoever sells ticket they can keep the money so like Oita can keep the money for the ticket they sell but then the FIFA gave fifty-fifty now Japan has three times the population of Korea three times there is one Korean there are three Japanese and all the tickets in Japan got sold off faster whereas in Korea they reduced the ticket to get more people to buy and that became a issue of quarrel between the two countries Japan said how can they charge lower price and so on in fact Japan wanted more allocation anyway this is another debate </p>	
<p>[C⁴ Factor / Stage 8] [C^{4D} Factorial Explanation <i>core/ Outcome</i>] AND ANOTHER IMPORTANT THING IS OPENING CEREMONY </p>	
<p>[C^{4D} Factor / Stage 1] according to FIFA rule whenever there is a opening ceremony the head of the country must attend the ceremony that means that the emperor of Japan must go to Korea and attend on May 31st but of course as you know in Japan the government cannot tell the emperor what to do so anyway the imperial household said the emperor will decide [11:27:00] to visit Korea only in 2003 or 2004 so the emperor did not go so but the first time it was raised the Koreans said the emperor cannot come to Korea because all the Koreans will protest in the streets saying that during the Second World War the Japanese army killed too many Koreans anyway I think in this case the emperor was more magnanimous and said he is not interested in football he was planting trees on that day <i>ah</i> as you all know </p>	

Figure 19: Analysis of genre structuring in Topic Phase C in Lecture 3

As Figure 19 shows, the Topic Phase opens with a Preview that is suggestive of an overarching purpose (see the span categorized as “Topic Phase C: Preview” at the very top). In this instance the discourseTheme *‘I want to talk to you about what happened before the decision to co-host a World Cup was declared and after it was allowed’* foreshadows an elaboration of the events that led up to the 2002 Football World Cup, suggesting that the Topic Phase as a whole will be organized as some form of higher-level Recount. The Preview Phase in this case functions as an Abstract for the Recount as a whole by foreshadowing the subsequent chronological organization of the text as two parts, with the first part outlining the events that preceded FIFA’s decision to adopt a co-hosting arrangement and the second part the events that followed this decision. As the Figure shows, the text is elaborated over four additional higher-level stages, each of which provides a recount of events that took place during the period indicated above. Briefly, these include the forming of national campaign committees by Japan and Korea (in Stage 1), subsequent concerns about the competition between Japan and Korea for the Cup hosting rights (in Stage 2), issues that were raised by FIFA’s decision to adopt a co-hosting arrangement (in Stage 3), and various disagreements that arose from FIFA’s attempt to solve these issues by creating a Japan-Korea soccer group (in Stage 4). The structure of this Topic Phase is summarized in Figure 20 below:

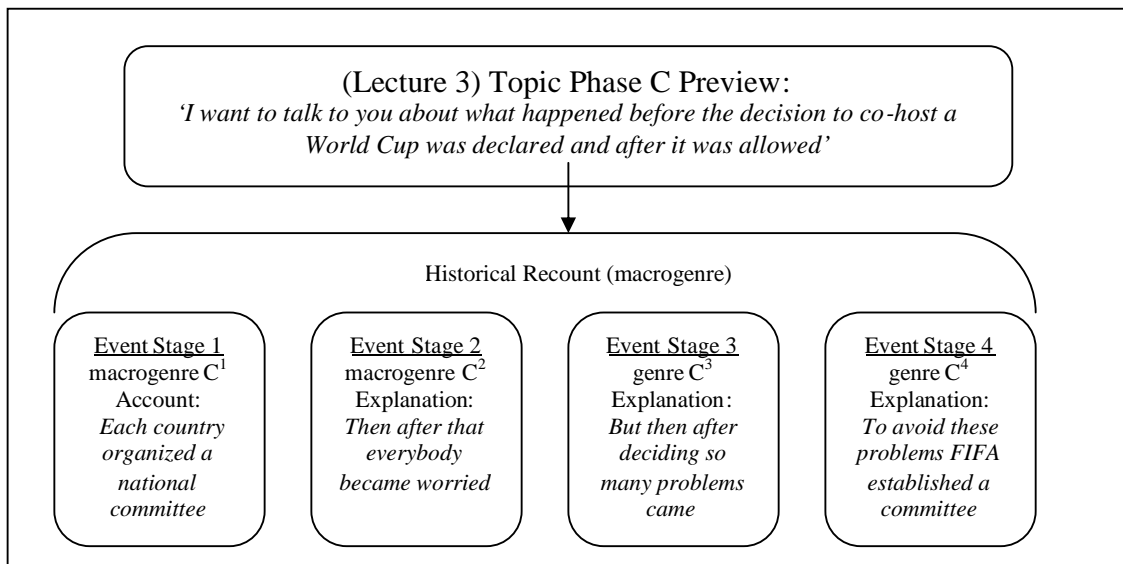


Figure 20: Genre structure of Topic Phase that is realized by a macrogenre in Lecture 3

Figure 20 above also demonstrates that each of the “Event” stages above is realized by additional embedded genre structures that can be seen as serving the overarching purpose announced earlier, indicating that the Topic Phase in its entirety is structured as a (higher-level) macrogenre. The Figure also suggests that macrogenres can include not only embedded core genres, but also embedded macrogenres, a principle that is raised as a possibility in the literature. Martin (1994: 45-47), for instance, uses the example of a chapter from a biology textbook to illustrate how large-scale texts can be realized via multiple-layers of embedded genre structures. A textbook “chapter” might begin, for instance, with an Abstract which is then elaborated via one or more “sections”, each of which is structured as a genre. Each section is further elaborated via one or more “parts” which are also structured as genres but embedded within the higher-level “section” genres (generating a macrogenre). In the same way, each part can be realized by sequences of paragraphs which are also structured as genres, meaning that each part can also be seen as a macrogenre (and each section, therefore, as an even higher-level macrogenre). Thus it is possible for extremely complex genre structures to be generated in longer texts. It is perhaps for this reason that few studies have attempted to analyze in their entirety, the genre structure of very long texts such as textbooks (as just outlined) or the university lectures that form the subject of the present study. As mentioned above, however, examples of macrogenres that are realized by additional embedded macrogenres were found in many of the Topic Phases of the other lectures analyzed in this study. Table 9 below provides an overview of one such structure which was identified in Topic Phase C of Lecture 3 (presented above).

Element	Stage/Element	Stage/Element	Stage	Lecture Text
C Historical Recount (top-level macro)	Abstract (Topic Phase Preview)			I WANT TO TALK TO YOU [11:17:00] ABOUT WHAT HAPPENED BEFORE THE DECISION TO CO HOST A WORLD CUP WAS DECLARED AND AFTER IT WAS IT WAS ALLOWED
	Event <i>Stage 1</i> [realized by] C¹ Historical Account (macro)	Background		[-] NOW ONCE AH KOREA SAID THEY ALSO WANT TO HOST WORLD CUP AND JAPAN ALSO WANTED TO HOST WORLD CUP NOW EACH COUNTRY ORGANIZED A NATIONAL AH AH AH AH SORT OF COMMITTEE WHICH WILL GO AROUND THE WORLD AND CAMPAIGN THE 21 MEMBERS [POINTS

				AT THE BLACKBOARD] TO CONVINCE THEM SO THEY WILL SUPPORT EITHER JAPAN OR KOREA NOW WHATEVER IS IN RED COLOR HERE IS WHAT THE KOREANS AH AH AH SAID ABOUT JAPAN BAD THINGS UH AND WHATEVER IS IN BLUE COLOR IS WHAT JAPANESE COMMITTEE SAID ABOUT KOREA SO WHAT IS THE CRITICISM
		Event Stage 1		BOTH JAPAN AND KOREA GAVE A LOT OF GIFTS AND INVITATIONS TO THEM
		Event Stage 2		and then ah Japan said look we have superior technology and infrastructure like the 3D ah cameras for instance
		Event Stage 3		and whereas Korea said look at Japan Japan's war time activities are very bad we should not support Japan [11:19:00] because there are many countries in the world which are talking about human rights so Korea used this against ah ah ah Japan
		Event Stage 4		and Japan said they have the most modern transportation network
		Event Stage 5	Background	SO YOU FIND THAT KOREA FOR INSTANCE IN 1994 AND 1995 THEY TOOK A TOUR
		[realized by] C^{1B} Historical Account (core)	Event Stage 1	like ah ah ah ah ah the the president of ah Korea football association he took a tour they visited 34 countries in 133 days telling all the leaders you must support Korea and when when when the Hyundai leader goes that means business also goes uh he says Korea will give you so much commission you please support us in football so you find that there is no more football they are not talking about the ball they're talking about business they're talking about politics
			Event Stage 2	and in 1995 they visited 35 countries to convince them because you must remember there are 201 national teams
		Event Stage 6		and so you find a- a- and the Koreans said Japan started the J league very late whereas the K league has been there very very long K league is the Korea league professional foot cup uh football

		Event <i>Stage 7</i>		and the Koreans also did a survey and they said only 29 percent of the people wanted World Cup whereas in Korea how many 85 percent of the people love World Cup so you please put the World Cup in Korea
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Table 9: Multiple-layer macrogenre identified in Topic Phase C of Lecture 1

Table 9 above provides an overview of the opening sequences of Topic Phase C in Lecture 3. As the Table shows the Phase begins with a Topic Phase Preview, from which it can be inferred that an elaboration of the events that led up to the 2002 World Cup will follow and therefore what is to come will likely take the form of Historical Account (see text highlighted in grey at the top). This is confirmed in the immediate subsequent text, in which several Event stages develop that are concerned with recounting the moves made by Japan and Korea to establish national campaign committees to bid for the World Cup hosting rights (see text highlighted in yellow above). These include, for example, efforts by both countries to influence FIFA committee members by way of ‘*gifts and invitations*’ (see Stage 1), then Japan’s attempt to demonstrate its technological superiority (in Stage 2), Korea’s accusations about Japan’s historical human rights violations (in Stage 3) and so on. What is also found, however, is that at least one of these Event stages is realized by an embedded core genre. Event Stage 5, for example, can be interpreted as providing additional elaboration of the tours taken by the president of the Korean football committee in 1994 and 1995 in order to gather support for Korea’s world cup bid and hence, is also structured as some form of Account genre (see cells shaded in pale yellow for this genre in its entirety). As the text shows, this Account is realized by a “Background” stage in which the subject of the two tours is introduced (see text highlighted in blue) and two “Event” stages that deal firstly with the tour of 1994 and secondly with the tour of 1995 (see text highlighted in pink). In this extract, then, a three-layer genre structure is generated across this span of text consisting of a (Historical Recount) macrogenre which is realized by an embedded (Historical Account) macrogenre which is also realized by an embedded (Historical Account) genre. In this way very complicated structures could be generated that consisted of macrogenres with embedded macrogenres and which, in principle could include further embedded macrogenres.

In summary, then, the span of text shown in Table 9 above demonstrates that Topic Phases could be realized by complex, higher-level macrogenres that consisted of multiple layers of embedded genre structures (core and macro). As Figure 20 shows, at least one Topic Phase was realized in its entirety by such structuring, i.e. via a higher-level macrogenre. As mentioned above, however, it was typically the case that Topic Phases were realized by “genre complexes” that included sequences of core and macrogenres. As the Topic Phase analysis of each lecture in the Appendices shows, many of the macrogenre elements were realized by such multiple-layer structures (see for example, macrogenre A² in Topic Phase A in Lecture 1; macrogenre A³ in Topic Phase A of Lecture 2 or; macrogenre B² in Topic Phase B of Lecture 4). These findings, then, support the hypothesis that multiple-layer macrogenre structuring is a key principle of structuring in all four lectures and, therefore, it could well be a feature of structuring in lectures more generally.

4.2.3 Phases Realized by Core Genres

In addition to macrogenre and genre complex mechanisms, at least one other type of structuring option was available at the Topic Phase level in some lectures. As mentioned in the analysis of global genre structuring earlier in this chapter, Lectures 3 and 4 by Lecturer B included “conclusion” phases in which the lecturer revisited, by way of summary, material that had been presented in prior Topic Phases. Example 32 below provides an overview of one of these phases, showing the “conclusion” phase (categorized here as Topic Phase E) from Lecture 4.

[Topic Phase E: Preview] [E Exposition core/ Thesis]

SO WHAT IS THE CONCLUSION FROM ALL THESE THINGS | [-] SO YOU DON'T HAVE TO HAVE ONE SINGLE LANGUAGE TO CREATE A COUNTRY ||

[E Argument / Stage 1]

like you don't have to have to have Nihongo to create Japan | even though the emperors of Japan or the people in 1863 believed that you only you must have Japanese | that is why they made the Ainu people learn only Japanese | I heard *ah* from another Sensei that they are only now [-] [*writes on the Blackboard*] eighty people in Japan who speak the Ainu language | so even amongst the Ainu people | Ainu language is dead | so you find in Japan [11:28:00] the government has been trying to say you must only use the Tokyo dialect and one type of Japanese ||

[E Argument / Stage 2]

<p>now whereas if you look at South East Asia you find that it is different you can create a country by language policy like Indonesia has been created by a language policy now Singapore has been created by a language policy even Thailand or Vietnam if you take all these countries you'll find that even though they have many many ethnic groups by language policy they have been able to create a nation so please don't go to a country and kill all the languages and impose English language right </p> <p>[E Reiteration of Thesis]</p> <p>SO YOU CAN STILL HAVE MANY LANGUAGES AND BY A VERY CAREFUL POLICY YOU CAN CREATE A NATION OKAY </p>

Example 32: Conclusion phase in Lecture 4

In this Example the phase opens with a Preview Phase that foreshadows some form of conclusion (see text in yellow at the top of the Example) which, as it turns out, appears to be concerned with presenting the view that it is possible to create a single nation amid linguistic diversity. From the Preview, it can be interpreted that the following spans might be organized as some form of Exposition and, as the Example shows, this appears to be the case with the Preview realizing the “Thesis” stage (see text highlighted in yellow) and the subsequent spans of text the “Argument” stages (see text highlighted in green). Additionally, a “Reiteration” or “Reinforcement” stage can be observed following these arguments, in which the thesis is revisited (see text highlighted in blue), a pattern of structuring that is typically associated with Expositions. What is shown in this extract, then, is that phases of the text can be realized by single instances of core genres. Considering the length and function of the extract shown above, however, it would also seem that this phase cannot be categorized as a “Topic Phase” as it does not provide elaboration of subject matter but rather functions as some form of global New, reiterating material presented over prior phases of the text. Tellingly perhaps, the “conclusion” phase of Lecture 3 is structured in the same way and consists of a sequence of core genres unfolding in series. In view of these findings, it is possible to propose that core genre sequences are an additional structuring mechanism that are available in lectures and might typically be deployed in the closing stages of such texts as “conclusions”.

4.3 Genre Organization and New Phases

One other aspect of the genre structure of the four lecture texts that is worthy of mention concerns the function of “New” phases in the organization of the four texts. As mentioned in Chapter 3, the findings of the periodicity analyses revealed that the texts were structured, for the most part, via patterns of Thematic foreshadowing rather than via patterns of New. In Chapter 3 it was suggested that one of the possible reasons for this type of structuring is that New phases may be genre-driven, that is, they may be more likely to occur with certain types of genres than with others. The findings of the Topic Phase analyses in this Chapter support this conclusion, showing that New phases occurred in only three types of genres (core and macro), for example, in the (optional) “Reiteration/Reinforcement” stage of Expositions, in the “Resolution/Recommendation” stage of Discussions and in the (optional) “Deduction” stage of Historical Accounts and Recounts. Furthermore, the findings of these analyses show that of the 37 New phases identified in total across the four lectures, 34 out of 37 or 92% occurred as the Reiteration/Reinforcement stage in Expositions, 2 out of 37 or 5% occurred as the Resolution stage in Discussions and 1 out of 37 or 3% were found in Recounts or Accounts. It should also be noted that, with the exception of Discussion genres (of which only two were identified in total), the majority of Expositions and Historical Recounts/Accounts did not contain stages realized by New phases. This is perhaps due to the fact that the “Reiteration” or “Reinforcement” stages of Expositions and the “Deduction” stages of Historical Recounts/Accounts are categorized as optional elements of structure in the Sydney School literature, so it is reasonable to expect that at least some of these genres will develop without such staging.

An example of a New phase is provided below to illustrate the function of such phases within genre structures. Example 33 below, for instance, shows a New phase (highlighted in green at the bottom) that realizes a “Reiteration of Thesis” stage in a higher-level Exposition macrogenre from Lecture 1. At the very top of the example a span of text can be observed that realizes the “Thesis” stage of Exposition B^{3D} (see text highlighted in yellow). The Exposition is then elaborated over three “Argument” stages (see text

highlighted in blue), one of which is realized by an additional embedded Exposition², B^{3D1} (highlighted in pink). Following the third “Argument” stage, a “Reiteration” stage unfolds (i.e. the “New” phase) in which the lecturer summarizes the arguments presented over the preceding stages, making the point that the success of these countries lies in a balance between the market and the state.

[B³ Description / Stage 4] [B^{3D} Exposition macro/ Thesis]

UM WELL OTHER PEOPLE HAVE SAID YES FINE THIS WORKS VERY WELL IN JAPAN AND KOREA | ACTUALLY JAPAN AND KOREA REALLY ARE DEVELOPMENTAL STATES | THEY ARE RATHER SIMILAR | YOU KNOW YOU’VE GOT THE GOVERNMENT TAKING THE LEAD IN ECONOMIC DEVELOPMENT | BUT IT DOESN’T WORK ELSEWHERE IN OTHER STATES AND OTHER PARTS OF EAST ASIA ||

[B^{3D} Argument / Stage 1]

the model is a bit different for instance in Hong Kong | actually the government intervened very very little in the economy during the colonial period | before it was handed back to China in nineteen ninety seven | it was left to the companies and workers to negotiate with each other and make their own arrangements ||

[B^{3D} Argument / Stage 2] [B^{3D1} Exposition core / Thesis]

UM THE STATE IN SINGAPORE SEEMS MUCH STRONGER ||

[B^{3D1} Argument / Stage 1]

we all know Singapore was run by years for years by a really strong leader called Lee Kuan Yew |

[B^{3D1} Argument / Stage 2]

[-] so what the state did provide in Singapore was a well educated work force | ||

[B^{3D1} Argument / Stage 3]

there were controls actually on the informal sector |

[B^{3D1} Argument / Stage 4]

and also finally of course um Singapore controlled its birth rate

[B^{3D} Argument / Stage 3]

[#] Taiwan also had a very strong state in the early days | but actually in Taiwan the main success has not been with the big industries at all but with smaller industries high tech industries um ah export industries like computers | Taiwan is the biggest success story in the computer business | and they’ve been very successful | because they’ve had very good management | and also because labor costs have been relatively cheap compared with places like Korea um Japan and um Europe you know where wages rose quite quickly with economic growth ||

[B^{3D} Reiteration of Thesis]

SO ALL THIS SUGGESTS THAT ACTUALLY THE SUCCESS OF THE NIEs | ALL THESE COUNTRIES ARE SOME SOMETIMES CALLED NIEs THAT’S TO SAY NEWLY INDUSTRIALIZED ECONOMIES UM | THIS LIES NOT IN EITHER THE MARKET OR THE LEADERSHIP OF THE STATE | BUT IT’S A BALANCE YOU NEED

² The full text of the Argument stages of this Exposition genre is omitted here for the sake of brevity

<p>BOTH A DYNAMIC MARKET DYNAMIC BUSINESSMEN LOTS OF INVESTMENT LOTS OF GOOD IDEAS BUT YOU'LL ALSO NEED THE STATE TO HELP THE STATE HELPS IN DIFFERENT WAYS IN DIFFERENT COUNTRIES BUT THE STATE ACTUALLY DOES HELP IT PROVIDES THE STABLE BASIS YOU FIND POLITICAL STABILITY RULERS DON'T CHANGE VERY OFTEN THERE'S VERY FEW REVOLUTIONS THERE'S VERY FEW POLITICAL COUPS THIS MAKES BUSINESS MUCH EASIER TO RUN OVER THE YEARS </p>
--

Example 33: Instance of macroNew that forms the Reiteration stage in an Exposition genre

4.4 Digressions and Interludes

In addition to the principles of structuring mentioned above, a number of other text-compositional mechanisms could be observed in the four lectures which raised issues for the identification of genre structures in the four texts. At various points throughout the four lectures, for example, the development of genre structures was “interrupted” by one or more spans which did not appear to be integral to the structures in which they were found. These spans matched with the “digressions” and “interludes” mentioned in Chapter 3 of this study, that is, they could be primarily “Topical” in their focus, (i.e. they could be seen as elaborating on or referencing topical material from the surrounding text), “Organizational” (related to the management of the lecture) or “Interpersonal” (concerned with the relationship between the lecture and audience). As the analyses of the four texts in Appendices 9-12 show, such spans could occur at any point in the text, although it was generally found to be the case that (topical) digressions occurred at the end of genre stages and organizational interludes at major points of transition in the lecture, i.e. at the beginning of Topic Phases or in discourseThemes that framed higher-level genres or genre complexes in the text. As Appendix 17 shows, for example, of the 28 instances of momentary topical digressions identified in the four lectures, 20 out of 28 or 71% occurred at the end of genre stages and of the six organizational interludes identified, 5 out of 6 or 83% occurred in Preview Phases or higher-level discourseThemes. Examples of each type of structure are presented briefly below.

4.4.1 Topical Digressions

Example 34 below provides two examples of momentary digressions that were categorized as “Topical” in their focus. In the spans shown in Example 34, the

digressions function to provide additional elaboration of the stages in which they occur by relating the material under discussion to some aspect of the audience's lives such as mobile phones (see the extract from Lecture 1) or grades in the course (see the extract from Lecture 3). As mentioned above these types of digressions can be seen as "Topical" as semantic links can be established with topical material in the surrounding text, however, some form of shift to the "here and now" is involved in which the lecturer makes refers to his audience more directly. As with the periodicity analysis in Chapter 3, such digressions were relatively unproblematic for the analysis of genre structures in the texts as they were typically quite short, however, they did present an additional complication for determining boundaries between genres or genre stages.

[Lecture 1/ Lecturer A]
[A^{2E} Description/ Phase 6]
and you've got information technology and the internet linking together the whole world including both sides of the Pacific | *um* the cell phones the computers you know have taken off in Asia in a wonderful way | they've become leading consumers of mobile phones anywhere in the world [la] | *um* I could ask how many students here have mobile phones | probably about 80% I would think | *ah* I hope they are switched off in this lecture ||

[Lecture 3 / Lecturer B]
[B^{2B1} Event / Phase 2]
and you find that he was born in 1952 | and he studied economics at Seoul University | so when he studied at Seoul University | some professor must have told him you better take up football club right | just like I am telling you today take up a football club | don't sit here | and waste your time for an A+ | think about a football club ||

Example 34: Momentary Topical Interludes in Lectures 1 and 3

4.4.2 Organizational Interludes

In Example 35 below, two instances of "organizational" interludes are shown which deal with a technical problem experienced by the lecturer (as seen in the extract from Lecture 2) and a class management issue (see the extract from Lecture 3). As with the Topical interludes mentioned above, organizational interludes typically involved a shift in footing toward more interpersonal forms of address but they did not present any major issues for the structural analysis as they provided only temporary "interventions" in the staging of the genre structures in which they unfolded.

[Lecture 2/ Lecturer A]

[Topic Phase A: Preview] [A Factorial Explanation *macro* / Outcome]

[#] *um* [#] BASICALLY I'LL BE TRACING BACK THE ORIGINS OF THEME PARKS [2:00] TO A NUMBER OF DIFFERENT THINGS EXPOSITIONS IN THE 19TH CENTURY MUSEUMS OF COURSE FUNFAIRS THE SEASIDE TOURISM AND *um* OTHER INFLUENCES AND SO ON | [--] this has finally appeared | [PC sound] *oops* it didn't like that | (inaudible) something disappeared (inaudible) | [#] okay *ah* [#] come here | [#] right here we go ||

[Lecture 3 / Lecturer B]

[Topic Phase A: Preview] [A Exposition *macro* / Thesis]

LET ME START WITH THE INTRODUCTION THEN | THERE ARE SOME THINGS I HAVEN'T PUT IN YOUR LECTURE OUTLINE | SO YOU HAVE TO LISTEN CAREFULLY OKAY | NOW FOOTBALL IS ONE OF THE MOST INTERESTING GAMES IN THE WORLD

Example 35: Momentary Topical Interludes in Lectures 1 and 3

4.4.3 Interpersonal Interludes

The other type of interludes mentioned in Chapter 3, and the type that presented the main issue for the identification of genre structures in the four texts were instances of “interpersonal” interludes such as meditations and prophecies. Example 36 below provides an overview of two such structures in Topic Phase A of Lecture 4.

[Preview] [A Exposition *macro* / Thesis]

[-] NOW MANY OF US NEVER THINK ABOUT LANGUAGE UNTIL THIS LECTURE | WE FIND THAT LANGUAGE AND CULTURE ARE VERY VERY RELATED ||

[A Argument / Stage ?] [A¹ Exposition *core* / Thesis]

IN FACT YOU CANNOT BE A HUMAN BEING | IF YOU DON'T HAVE A LANGUAGE ||

[A¹ Argument / Stage 1]

[-] that doesn't mean people who cannot speak [10:41:00] don't use a language | as you know they use hand language alright | even hand language is a language | and so you find for human beings without language it is very very difficult to be human ||

[Topical Digression 1]

but of course if you watch *ah* television programs | you find that even elephants have language | if you if you find a pack of elephants | you find that the oldest female is a really an encyclopedia | in fact all the other elephants follow the oldest female | they know where food is available where trees are located and everything | so almost every living thing has some form of communication with each other

[A Argument / Stage?] [A² Exposition *core* / Thesis]

BUT HUMAN BEINGS ARE VERY VERY UNIQUE | LIKE FOR INSTANCE WE DON'T KNOW WHO INVENTED THE ENGLISH LANGUAGE ||

[A² Argument / Stage 1]

we generally think the English people invented the English language | but of course if

you ask the English people | they will say the Normans invented it | and the Scotts will not like the English | so the Scottish may say somebody else invented the language ||

[A²Argument / Stage 2]

but today we are using English language [10:42:00] to learn | and many of the things that we are learning today in the lecture | its not something I I made it | or you made it | somebody else made it ||

[A Argument / Stage 1?]

so it is through the language that we are learning how does one become Japanese in Japan | through the Japanese language | not through sushi | not by eating food | it is through the Japanese language | the language that your mother spoke to you your grandfather | spoke to you and the older generation ||

[Meditation]

you go to a Japanese cemetery | [-] like one thousand years ago somebody died | how are they communicating to you | of course some of us are very good | we can communicate with spirits right | we have all the ghosts and spirits sitting in this lecture theatre | some of us can see | but some of us I cannot see ||

[A Argument / Stage 2?] [A³ Exposition core/ Thesis]

BUT THEN YOU FIND THAT WE USE LANGUAGE TO TRANSMIT OUR CULTURE | [-] AND IF YOU REMEMBER MANY THINGS | LIKE WHAT SAY OUR GREAT GRANDPARENTS DID | OR WHAT THE MEIJI [10:43:00] EMPEROR DID ONE HUNDRED YEARS AGO MORE THAN ONE HUNDRED YEARS AGO | YOU FIND THAT IT IS THROUGH LANGUAGE THAT WE TRANSMIT OUR CULTURE ||

[Topical Digression 2]

many a time when we learn Asia pacific management | we forget that language is very important | [-] without language you cannot make profit | can anybody has anyone made profit by not speaking a word | [-] very few people unless you are the most powerful emperor | then you show one finger | one head gone | you show ten fingers ten heads gone | but even that is a language | you know the minute the one finger comes up | your head is going next alright ||

[A³Argument / Stage 1?]

but anyway so you find language is both a part of our culture | without language we cannot learn | even the computer operates on a language | if you all know | if you don't know this language | you cannot access a computer | same thing between human beings most of the time | we don't understand each other | because we don't understand the language we are speaking ||

[Topical Digression 3]

yes I am speaking in English to you | [10:44:00] like many a time I say please keep quiet | but the person listening doesn't understand | even though the person knows please keep quiet | so I have to go nearby | and say please keep quiet | then the language becomes clearer ||

[A Reiteration of Thesis]

SO YOU FIND THAT LANGUAGE IS A PART OF OUR CULTURE | AND IT IS THROUGH LANGUAGE THAT WE CAN TRANSMIT MANY THINGS ||

[Prophecy]

like many of us if you want to know our- ourselves | suppose you want to tell somebody one thousand years later that you were in APU | what is the best way you can do is to write a book | [-] write a book | and make sure saying that anybody who reads this book will get one million yen | and then you find that everybody will read the book | and then you can even have an examination in APU | anybody who can read the book |

and answer questions will get one million yen scholarship | then you will find that every APU student will read your book | so think about it | probably when you make a lot of money | you can make people read your life history | [10:45:00] how you suffered in this class or APU | or whatever you did ||

Example 36: Interpersonal interludes in a Topic Phase from Lecture 4

In this extract the opening “Preview” is concerned with presenting the view that, although many people never think about it, language and culture are closely connected; hence it can be interpreted that the Phase is likely to be structured as some form of Exposition genre with the Preview material serving as the “Thesis” stage. As the Example shows, the text of this Phase is organized broadly into four parts, each of which might be seen as an “Argument” stage (see text in brown font showing “A Argument / Phase...” for these four parts). In the first two parts, however, it is difficult to establish a logical connection between the text and the Thesis presented earlier, that is, it is difficult to see how ‘*you cannot be a human being if you don’t have a language*’ and ‘*human beings are very unique*’ (both highlighted in green above) provide evidence that ‘*language and culture are very very related*’ (highlighted in yellow in the Thesis). In the other two parts the connection between language and culture appears to emerge more clearly, i.e. it is possible to see material in the third part ‘*so it is through the language that we are learning how does one become Japanese*’ as referring to the development of cultural identities (see text highlighted in dark green in the hyperTheme of A3, for instance) and material in the fourth, i.e. ‘*but then you find that we use language to...*’.

What complicates the structural analysis of this Phase in terms of genre, however, is the presence of several spans of text which can be categorized as either “digressions” or “interpersonal interludes” (see spans highlighted in grey). In the case of digressions 1, 2 and 3, for example, the spans of text in question might be seen as “topical” in that they reference material from the Thesis (i.e. they all reference the term ‘*language*’), however, it requires some effort to determine the logical connection between these spans and the structures in which they are embedded. The other two spans highlighted in grey, however, cannot be categorized as “topical” as no link (either Thematic or semantic) can be established with the surrounding text. These include the two spans categorized above as

“meditations” and “prophecies” (as explained previously in Chapter 3) which function as “interludes” in that they temporarily put on hold the generic development of this Topic Phase.

What seems to be the case here is that the Topic Phase is structured by at least two parallel tracks; one that includes the announced subject matter of the lecture, i.e. the ideational material that describes happenings and phenomenon in the real, experiential world, and an interpersonal one which is a matter of the relationship between the lecturer and audience. Topic Phases such as the one shown in Example 36 are clearly part of the first or “ideational” track in that they structure the informational content of the lecture. The second or “interpersonal” track, however, only indirectly connects with the first track. It seems possible, for example, that any time there is a shift to the second track, there is the potential for the lecturer to bring the here-and-now relationship between himself and his audience into focus, meaning that the second track functions to provide a channel for interpersonal “work”. In the Topic Phase shown above, then, the method of structuring is one that operates on twin tracks, i.e. via the primarily ideational track of the lecture’s subject matter, and via the primarily interpersonal second track. In terms of the embedded spans just described, organizational interludes would seem to be primarily interpersonal in that they may involve attempts by the lecturer to interact with the students, for example, getting them to be quiet, or to attend specifically to something. Likewise, the meditations and prophecies would also seem to be primarily interpersonal in their orientation as they deal with topics outside of the subject matter of the lectures. Topical digressions, however, would seem to be more difficult to categorize in terms of their primary function (i.e. ideational, interpersonal or textual) as they reference, albeit loosely, the subject matter of the lecture but digress on account of the obscurity of the logic by which they are connected to the rest of the lecture. Furthermore, some topical digressions also involve a shift in terms of address, adopting more generic forms of “you” as seen in the three digressions shown in Example 36 above. It would seem, then, that in some cases digressions can be on both tracks in that they attend to both ideational and interpersonal objectives.

4.4.4 Longer Digressions

While most digressions identified in the four lectures were found to be “momentary”, at least one instance of a longer digression was found in Lecture 2 by Lecturer A. Example 37 below provides the text of this span. An interesting aspect of this digression is that it is structured as a macrogenre, in this instance, an Anecdote. What this example suggests is that, in addition to the shorter digressions mentioned above that are realized by one or more clause complexes, one option for realizing digressions is via genres (either core or macro). This span, also explored in the Thematic analysis of the text in Chapter 3, was categorized as an “Extended Topical Digression” as it departed from topical Themes developed over the preceding span but could be seen as referencing material from the surrounding text by way of semantic “chains”.

[B^{2D} Argument / Stage 4]

um you get school excursions | kids go to Disneyland now as school excursion | they don't come to Beppu [1:12:00] sad | and Disney actually taking over from historical sites and monuments as the educational must see for Japanese kids [la] ||

[B^{2D2} Anecdote *macro* / Orientation]

TALKING ABOUT MONUMENTS | I I WISH I HAD A PICTURE OF IT | I MIGHT BE ABLE TO FIND A PHOTOGRAPH SOMEWHERE ||

[B^{2D2} Event][B^{2D2A} Descriptive Report *core/ Classification*]

UM A A A COUPLE OF YEARS AGO MY WIFE HAD EYE TROUBLE | AND WE USED TO DRIVE OUT TO OITA TO THE HOSPITAL FAIRLY REGULARLY ABOUT ONCE A WEEK | AND THERE WAS A A STONE MASONS PRODUCING FUNERAL MONUMENTS | AND S - YOU KNOW ALONG THE ROAD | AND PRODUCING FUNERAL MONUMENTS YOU KNOW TOMBSTONES BASICALLY FOR JAPANESE TOMBS | AND NOW THESE ARE OCCASIONALLY STATUES ||

[B^{2D2A} Description/ Stage 1]

you have Buddha statues ||

[B^{2D2A} Description/ Stage 2]

you have heavenly beings you know ||

[B^{2D2A} Description/ Stage 3]

you have celestial birds and this kind of thing ||

[B^{2D2A} Description/ Stage 4]

but the guy decided to have some fun | he produced two statues of Mini Mouse and Mickey Mouse in black granite | and he produced two identical statues in red granite as well | so sitting by the side of the road [1:13:00] were the black Mini Mouses and Mickey Mouses | and the red pair as well ||

[B^{2D2} Reaction][B^{2D2B} Personal Recount *core/ Background*]

	AND I OFTEN DROVE PA- PAST THIS AND SAID TO MY WIFE I'VE GOT TO BRING A CAMERA WE'VE GOT TO PHOTOGRAPH THIS //
	<p data-bbox="512 383 762 416">[B^{2D2B} Event / Stage 1]</p> <p data-bbox="512 416 1361 651">and at last we took a camera one day especially to photograph Mickey Mouse the guy had sold the red Mickey Mouse tombstones the day before so I think we only have copies o- of the black ones who bought I don't know who would buy a red Mickey Mouse stone a granite tombstone its difficult to imagine but someone obviously liked them put them in their garden you know presumably and they were certainly very pretty but <i>um</i> anyway [responds to comments from the audience - inaudible] [la] okay so this is a national treasure [#] right are they using them as tombstones though </p> <p data-bbox="512 685 762 719">[B^{2D2B} Event / Stage 2]</p> <p data-bbox="512 719 1361 869">I asked I actually asked the sculptor why he made it and he said for fun [1:14:00] I'm so bored doing tombstones that it was something different [la] I often wonder actually whether he was actually sued by Disney there's one thing about Disney they are very strong at suing people who use Mickey Mouse characters actually without <i>um</i> without proper authorization okay </p>
	<p data-bbox="229 898 507 931">[B^{2D} Argument / Stage 5]</p> <p data-bbox="229 931 1361 1167">much of the market for Tokyo Disneyland is actually amongst young women in Japan this is different from America maybe it attracts kids and families there but in Japan a lot of the Tokyo Disneyland cliental seem to be young women now remember in Japan it is the younger women who are the big travelers they live at home many of them they have huge disposable incomes which they spend basically on leisure activities <i>um</i> 20 to 29 year olds make up 30% of their customers 53% are single women the OL or office lady market you know younger women working in offices is very very significant in Disneyland and very much in contrast [1:15:00] with the United States where the main market tends to be married people over 25 with children </p>

Example 37: Extended embedding in the form of an Anecdote genre

As the Example shows, the span in question is embedded within an Exposition genre, B^{2D}, which aims to show that the Disney market in Japan is “consumed” by a wide range of groups (as mentioned in preceding spans of the text). In the Example above, Stage 4 of the genre is shown in which the lecturer argues that visits to Disneyland are replacing more traditional school excursions which used to include visits to ‘*historical sites and monuments*’ (see text highlighted in grey at the top of the Example). Beyond this stage, however, a shift can then be seen away from the subject of school excursions towards some type of personal recount (enclosed by the red box), in which the lecturer relates a strip of his own experience, as seen by ‘*talking about monuments I wish I had a picture of it*’. The “trigger” for this shift appears to be the lexical item ‘*monuments*’, which forms the subject of the span that follows.

As the genre analysis of the text shows, the organization and purpose of the span highlighted in grey is suggestive of an “Anecdote” genre. In the Sydney Genre School literature, the purpose of Anecdotes is to “share a reaction” and genres of this type are organized around two obligatory and two optional elements of structure, i.e. (Orientation) ^ Event ^ Reaction ^ (Coda). In the Example above at least three of these elements can be found in the text. At the very top of the enclosed span, for example, it is possible to observe an “Orientation” stage (highlighted in yellow) in which a change of subject is announced. The Orientation is followed, in turn, by an “Event” stage (highlighted in green) and a “Reaction” stage (highlighted in blue). What can also be seen, however, is that the Event and Reaction stages are made up of additional embedded genres with the “Event” stage unfolding as a Descriptive Report and the “Reaction” stage as a Personal Recount. Thus the entire span can be categorized as a macrogenre.

4.5 Genre Structuring: Summary of Findings

In summary, then, what do the findings presented in this Chapter indicate about the extent to which, and the ways in which, lectures are structured as genres? Firstly, the findings show that lectures are realized by complicated patterns of structuring at all levels of the discourse. At a global level, for instance, the notion of “complexes of genre complexes” was introduced to describe the connections between broad-scale elements of structure such as global Previews and Topic Phases. At lower levels of structure, i.e. within the broad-scale Topic Phases just mentioned, the texts were typically realized via genre complexes consisting of sequences of core and macrogenres and, in at least one case, a Topic Phase was structured as a macrogenre. Complexity could also be observed within the genre structuring elements that realized these Topic Phase genre complexes and macrogenres, as suggested by the possibility of macrogenres that were themselves realized by additional embedded core and macrogenres. Considering that these principles of structuring summarized above were found in all four lectures, it would seem possible to hypothesize that complex genre structuring is likely to be a feature of other lecture texts of similar length.

Secondly, the findings demonstrate that lecturers typically employ more than one type of structuring resource in their lectures. It was proposed in the preceding section, for example, that lectures can be structured by at least two parallel tracks; one primarily ideational in its orientation and the other primarily interpersonal in its orientation. As the analyses of each text demonstrates, digressions might be seen as primarily ideational in their focus, that is, they are concerned with structuring the subject matter of the lecture which describes phenomena in the real world. At the same time, however, an “interpersonal” here and now focus can be observed in the numerous small “interludes” that were found at certain points throughout the lectures which dealt with the relationship between the lecturer and the audience, meaning that the two lecturers constantly managed shifts in footing away from and toward the subject matter and their audience. Thus it was proposed that Topic Phases are realized by dual mechanisms of structuring that involve ideational and interpersonal objectives. As these mechanisms were used in all four lectures analyzed in this study, it would seem valid to propose, as a motivated hypothesis for further testing, that this mechanism will be found to operate more generally in other university lectures.

5. CONCLUSION

5.0 Overview

This Chapter will, by way of conclusion, return to consider the central objectives of this study in light of the findings just presented. It will begin by offering a brief summary of the key principles of structuring observed in the analyses of periodicity and genre in Chapters 3 and 4 above and will then consider the extent to which it is possible to generalize these findings beyond the four lectures presented in this study and to reach some preliminary conclusions as to what are likely to be the core structural properties of lectures as a type of text or set of types of texts. The possibility remains, of course, that the findings presented here may be common only to the subject area of the four lectures, i.e. Sociology, and for this reason some caution must be exercised in using the findings as the basis for proposals about the text-structuring principles of lectures more widely. Following this, the Chapter will close by offering some suggestions as to the possible applications of the findings by outlining how the key text-compositional mechanisms identified above might provide lecturers with a tool for evaluating their own lectures or how these mechanisms might provide frameworks for assisting speakers of other languages with their comprehension of university lectures.

5.1 Summary of Structural Possibilities

Turning firstly to a summary of the findings, the analyses presented in Chapters 3 and 4 showed that a number of key structural features could be identified that were general to the four lecture texts presented for analysis and from which, it was possible to propose hypotheses as to the key text-compositional features of lectures more widely, or at least of lectures operating in similar disciplines or subject areas.

5.1.1 Summary of Patterns of Periodicity

In terms of the structural properties of the lectures when considered from the perspective of periodicity, all four texts were found to be organized into “hierarchies of periodicity”, consisting of waves of discourse-level Theme and New. In particular, the principle of “multiple foreshadowing” was found to be a key mechanism in the construction of these

hierarchies. At each level of the discourse, for instance, higher-level Thematic material could be identified that foreshadowed the development of topical themes at lower levels of structure, from high-level or “global” Thematic material that served to foreshadow the subsequent large-scale organization of the texts to low-level hyperThemes that foreshadowed the development of the texts at clause-level. The findings also showed that the process of multiple foreshadowing was aided by higher-level structures that functioned to provide structure at a discourse-level. These periodic “building blocks” included the Preview and Topic Phases that provided structure at the top-most or global layer of the texts and the discourse, macro and hyperThematic phases that functioned to provide structure at lower-levels of the discourse. Based on this finding it was hypothesized that these types of phases are likely to be key mechanisms of structure in lectures more generally.

A second key structural feature identified in the periodicity analyses of the texts was the principle of depth variation, in which the depth of foreshadowing was found to be “shallower” at some points in the texts and “deeper” at other points. This meant that the four lecture texts could be organized via minimally developed Thematic structures consisting of two or three layers of foreshadowing, i.e. via a macro + hyperTheme or a discourseTheme + macroTheme + hyperTheme, or by much deeper structures consisting of six or seven layers of foreshadowing. In view of this finding it seemed reasonable to hypothesize that this type of patterning is also likely to be a feature of the textual organization of other university-style lectures.

In addition to the principles and mechanisms mentioned above, the periodicity analyses revealed key lines of difference in the text-compositional arrangements of the four lectures. Differences were observed, for example, in the way that hierarchies of periodicity were constructed, with some hierarchies formed by waves of foreshadowing and reiteration, and others by foreshadowing only. Thus it seems possible to hypothesize that at least two text-compositional options are available in lectures from the perspective of periodicity; one that provides structure via patterns of foreshadowing and reiteration,

i.e. via patterns of discourse-level Theme and New, and one via patterns of foreshadowing only.

Third, the periodicity analyses showed that variation could be observed in the way that material was foreshadowed at Topic Phase level, with some Topic Phases coming across as more integrated thematically than others. A Topic Phase could be seen as less integrated Thematically, for instance, if higher-level Thematic material could not be interpreted as foreshadowing what was to come in the text or if the Thematic development of the texts was interrupted by spans of text that appeared to digress from the topic under discussion. In view of these findings, it was hypothesized that variation in the Thematic integration of texts is likely to be a feature of other lecture texts, that is, it seems likely that lectures will be organized around combinations of deep and shallow Thematic structures which may be “loosely” or “tightly” integrated, depending on the degree of Thematic foreshadowing and/or the frequency of spans that can be categorized as “digressions” or “interludes”.

5.1.2 Summary of Genre Structuring

As for the findings that emerged when the texts were considered from the perspective of genre structure, it was found that at a global level, it was not possible to categorize any of the four lectures as instances of genres (either core or macro) as either: 1) no material could be identified in the opening sequences of the lectures that was suggestive of a single overarching purpose or 2) the sequence of stages foreshadowed in the opening sequences of each lecture did not eventuate and instead, the lectures were found to develop in other ways. To account for these findings, the notions of “genre complexes” and “complexes of genre complexes” were proposed to describe the patterns of global structuring just outlined. As mentioned in Chapter 4, the ideational content of each text was organized into sequences of large-scale Topic Phases that were realized by “genre complexes” or sequences of genre structures (core and macro) which were grouped together via their common reference to the subject of the phase, but which could not be seen as serving any overarching purpose. At a global level, then, each lecture was structured via sequences of these genre complexes or what is termed in this study

“complexes of genre complexes”. As the findings showed, these top-level “complexes of genre complexes” differed in the way that they were implemented in the four texts, with some complexes developing in accordance with sequences foreshadowed in the lecturers’ spoken material and others in accordance with the lecturers’ written material. Thus it was proposed that the principles of “genre complexes” and “complexes of genre complexes” are likely to be key text-compositional mechanisms for structuring lectures at global levels and, therefore, might well be employed in lectures more widely.

In addition to being realized by genre complexes, the findings showed that at least one Topic Phase was realized by a macrogenre structure. This finding pointed to the possibility of multiple-layer macrogenres which are realized by sequences of embedded core and macrogenres, a principle of structuring which, while not well documented in the literature, was found to be a feature of the longer and more complex spoken texts analyzed in this study. Thus in each lecture extremely complex patterns of genre structuring were observed suggesting that at least two options are available for the realization of Topic Phases, i.e. via genre complexes or via higher-level macrogenres.

Finally, differences could be observed in genre structuring mechanisms employed in each lecture, most notably the occurrence of spans of text which were directed primarily towards interpersonal objectives and therefore, did not seem to be integral to the Topic Phases in which they were embedded. As mentioned in Chapter 4, the use of such interpersonal “interludes” suggests that Topic Phases can be realized by two parallel mechanisms; one primarily ideational in orientation and the other primarily interpersonal in orientation. As discussed, this was typically the case in the lectures delivered by Lecture B in which interpersonal “interludes” were frequently employed to provide a parallel focus to the ideational goals of the texts. The higher frequency of such “interludes” in the lectures by Lecturer B also indicated one additional point of difference between the two lecturers analyzed in this study, i.e. that Lecturer B employs these dual structuring mechanisms more frequently than Lecturer A. In view of these findings, then, it seemed reasonable to propose that the operation of these parallel mechanisms is likely to be a feature of lectures more widely.

5.2 Conclusions on the Lecture as a Type of Text

Considering the principles and mechanisms of structuring identified in the above analyses what kinds of preliminary conclusions can be reached as to the key text-compositional properties of university lectures as a type of text or as a set of types of texts?

Firstly, the findings suggest that lectures might be seen as a set of types of texts rather than as a single type of text, since each of the four lectures analyzed in this study, while sharing certain key principles and mechanisms of structuring, also displayed variation in their text-compositional properties at discourse level. All four lectures, for instance, might be viewed as instances of the same type of text as each lecture typically included a global Preview which foreshadowed a sequence of Topic Phases, with each Topic Phase typically being structured as a genre complex. Thus it would seem possible to propose that the presence of such structures is grounds for regarding the four lectures, and any other lectures structured this way, as instances of the same type of text. At the same time, however, some differences were observed between the structural arrangements in the four lectures, for instance in some of the lectures the global structure was previewed in the spoken material and in others no spoken previewing was employed or some lectures contained interpersonal “interludes” whereas others did not. It would seem possible from these findings, then, that lectures could be further sub-classified as a set of types of texts according to such criteria.

Secondly, the findings suggest that lectures as a set of types of texts are more like written texts in their structural arrangements than many forms of spoken texts. While the lectures are obviously delivered verbally and display some of the properties of speech, i.e. they are delivered in real time and contain instances of the “false starts”, “hesitations” and “syntactic blending” that are frequently associated with speech in the literature, all four texts analyzed here displayed evidence of the planning, foreshadowing via hierarchies of periodicity and patterns of genre structuring that are typically associated in the literature with written texts. Thus if the four lectures were to be located on a speech-writing continuum, they would be closer to the more prepared texts found at the written end of the spectrum than the more spontaneous and contemporaneous forms of speech found at

the other (spoken) end. At the same time, however, some variation can be observed within the set of texts presented here. Some lectures, for example, were found to be structured primarily via ideational mechanisms in which the informational content is “tightly” integrated via hierarchies of periodicity and genre structures (as in the cases of Lectures 1 and 2 by Lecturer A). Other lectures, however, were frequently found to be structured via more than one mechanism, as seen for example in the interpersonal “interludes” that occurred in Lectures 3 and 4 by Lecturer B. Certainly, these interpersonal interludes typically had all the feature of spontaneous, unprepared spoken language, and so could be seen as points in the lecture where there is a style shift towards the spoken end of the spectrum. Thus it would seem useful to propose that lectures as a set of types of texts are closer in their structure to forms of writing than to forms of speech, although variation seems likely within this set with lectures differing, for example, in the extent to which they are integrated via ideational and interpersonal mechanisms.

Thirdly, the findings demonstrate that lectures are distinct from most other forms of speech in their length and complexity. Each lecture text, for example, formed a lengthy utterance that went on for sixty to ninety minutes and was comprised of numerous topics, and sub-topics that were extended and elaborated via a multitude of phases which explained, argued, recounted and described various aspects of the subject matter. Such extended elaborations of subject matter inevitably generated very complex structures that were realized over multiple layers of discourse structure, demonstrating that depth is a feature of speech, or at least, of the lectures presented for consideration in this study. Furthermore, the complexity of these texts was such that new analytical categories had to be proposed to account for the types of structure seen in these lectures. As explained in the preceding sections, SFL notions of genre had to be extended to account for the complex patterns of structuring identified at higher-levels of each text with the terms “genre complex” and “complexes of genre complexes” proposed to describe the ways in which Topic Phases were realized (as genre complexes) and the ways in which global structures were realized (as complexes of genre complexes). Similarly, it was possible to demonstrate examples of complex macrogenres that included both embedded core genres

and embedded macrogenres, a phenomenon that is signaled as a possibility in the literature but one that is not widely documented. These findings support the hypothesis, then, that lectures as a set of types of texts are likely to exhibit patterns of depth and complexity that exceed those found in other forms of speech and in most forms of writing, establishing an additional means by which it is possible to categorize and sub-categorize them as a set of types of texts.

5.3 Applications of the Findings

As mentioned above, the central concern of this study has been to establish, by way of a close and detailed investigation of patterns of periodicity and genre in a small set of lectures, the text compositional principles and mechanisms of lectures more widely. As the findings have shown, it is possible to arrive at some hypotheses as to what these principles of structuring might be. Additionally, the results of the analyses also suggest a number of possibilities as to the application of the findings which might inform any further investigations of the text-compositional properties of lecture texts. One avenue of future research is, obviously, to continue the investigation of the text-compositional features identified in this study by applying the methodology to a wider set of lectures in order to further explore the hypotheses proposed above. Another option may be to explore the applicability of developing the methodology as some form of diagnostic tool, either to provide lecturers with a means of evaluating their lectures or to provide students, especially those whose first language is not English, with additional frameworks for comprehending university lectures.

In terms of developing a “diagnostic tool” for evaluating lectures, lecturers might be encouraged to record one or more of their own lectures for the purpose of “diagnosis”. As to the focus of such a diagnosis, several approaches are suggested by the findings. Firstly, the findings indicate that it would be useful to attend to global structuring to determine the methods of foreshadowing or reiteration which were used. Such a diagnosis would attend to how the topical content of the lecture was announced, how it was organized over subsequent spans of the lecture and whether it was revisited at the closing. In connection with this, it would be useful to consider the organization of the lecture from a

genre perspective and to identify how the overarching purpose of the lecture was staged at a global level. One option indicated in the analysis of the four lectures in this study is to start a lecture with a “Preview Phase” in which the topical themes and overarching purpose to be addressed are foreshadowed and then to elaborate on these themes and purpose over one or more broad-scale “Topic Phases” before closing with some form of reiteration or “New” phase. Reference might also be made at this time to the types of genres that are operational in the culture, in order to determine appropriate options for the staging and sequencing phases in future lectures.

The findings also suggest it would be useful for lecturers to attend to the internal organization of global phases. Considering the depth and complexity of structuring observed in the four lectures presented in this study, for instance, it would seem prudent to give careful attention to the degree of foreshadowing or layering employed, as extremely shallow or deep layering/embedding may have consequences for the comprehensibility of the lecture. It would seem possible to hypothesize, for instance, that it would be more difficult for listeners to process extremely deep-layered structures in real time than it would be for them to process shallower structures. This is not to say, of course, that such deep layering should be avoided altogether, just that it might be useful for lecturers to consider the effects of such structuring on the comprehensibility of their lectures. Similarly, it would be useful for lecturers to examine carefully sections of their lectures which might be seen as “weakly” integrated, as such internal structuring might make the lectures more difficult to follow. The phenomenon of “loosely structured” Topic Phases, for example, in which elements of structure were either missing or turned up in unexpected sequences was explored in Chapter 3 as a feature of the structuring seen in the lectures delivered by Lecturer B. The diagnostic procedure, then, might be extended to include a focus on “loosely structured” spans, in order to improve the logical development of topical material in Topic Phases.

Additionally, the diagnosis may be directed towards the use of interpersonal resources. From the analyses of interpersonal and organizational “interludes” in this study, for instance, it would seem useful to give careful consideration to the use of mechanisms

which do not reference Thematic and/or semantic material from the surrounding text, as these types of devices are likely to raise additional issues for the comprehensibility of a text. Some listeners, for instance, might see digressions and interludes as grounds for negatively evaluating such lectures, i.e. such lectures might be seen as at least occasionally incoherent, and likely, therefore, to be more difficult to follow, especially for non-native speakers of English. On the other hand, however, the analyses of interpersonal mechanisms in this study suggests that the picture is more complex than might initially be thought, since the findings show that at least some of the interludes identified in the four lectures can be seen as serving potentially useful interpersonal functions, that is, while they may be seen as “detracting” from the ideational content, they may be beneficial in engaging the listeners interpersonally.

Finally, the diagnostic process could focus on the written materials that accompanied the lecture. In the analyses of the four lectures in this study, for instance, PowerPoint slides and paper handouts were used by the two lecturers as a form of parallel commentary to what was said in their spoken texts. As the findings suggest, it would seem worthwhile to consider the size and positioning of text on the screen or page, as the font size and degree of indentation can serve different functions; for instance, text of larger fonts might be seen as “foreshadowing” while smaller or indented text might be seen as “elaborating”. The findings suggest that it might also be worthwhile to give consideration to the coordination of written material and what is actually said in the lecture, to avoid any issues of comprehensibility that might arise from foreshadowing via the written materials only or spoken material only.

Another possible application of the findings, as mentioned above, may be in the development of frameworks to aid lecture comprehension, especially for students whose first language is not English. Considering the length and complexity of the lectures shown in this study, it may be possible to develop frameworks to provide additional insights into the ways in which meanings are structured in these types of texts. Obviously, much care would need to be taken to develop a usable framework for such purposes but it could begin by focusing on the methods used by lecturers to foreshadow the broad-scale

organization of texts, for example, by introducing students to the notion of genres and macrogenres and to Thematic structuring as possible methods of development used in the construction of texts. Focusing on higher-level structuring in lectures in this way might also lead to innovations in note-taking, in which students are required to produce periodic or generic “maps” of lectures to aid their comprehension and recall of salient points. Finally, if the methodology were to be used to assist speakers of other languages with their comprehension of university lectures, it would seem desirable to approach this objective from “both sides”, i.e. by raising lecturers’ awareness of the ways in which lectures can be structured and, at the same time, introducing students to the range of structural possibilities available to lecturers, so as to ensure that there is some compatibility between the methods of structuring taught to students and the methods of structuring that are actually used in lectures. Such possibilities, however, must remain the subject of further studies of the textual organization of university lectures.

APPENDICES

APPENDIX 1: Transcript of Lecture 1 (Lecturer A)

Lecture Title: Introduction to the Asia Pacific (Contemporary Asia Pacific Lecture Series)

Location: Ritsumeikan Asia Pacific University

Date: 2003.10.8

Time: 8:56:18 ~ 10:16:00 [80 minutes]

Key:

[-] pause of one second

[--] pause of two seconds etc.

[#] long pauses of more than two seconds

[la] laughter

[8:56:18] Thank you very much Peter for that kind introduction okay *um* this morning I want to give you a very broad introduction *um* Professor F. and I discussed three topics *um* he's going to do it in Japanese in the next period I'm going to do it in English we haven't coordinated so what we say may be very different from each other and you can sort this out in the tutorials I've got quite a lot of powerpoint slides to get through *um* normally when I lecture I put a lot on the powerpoint slides because I know many of you speak English as your third or fourth or fifth language this is not easy I understand that so if you can't understand me [8:57:00] all you have to do is look up at the subtitles so it's like a sort of movie *um* if you can't understand the words look at the bottom of the screen and you'll see them also these lectures are very very long *um* they're an hour and a half and nobody can concentrate for an hour and a half *um* I also go to sleep after about an hour so if I go to sleep please wake me up but *um* I will give you a break what I will do is I will talk for about 40 minutes I will then have five minutes for questions and comments and if there's time I'll give you time to just dash out to the loo have a cigarette or have a cup of coffee and then I'll start again with the second half and if there's time at the end I'll give you time for more questions so I'll see how quickly I can get through *um* I've shortened the powerpoint slides for today's presentation the original is very long and the whole powerpoint slides really come from a much longer paper I wrote [8:58:00] which I've also given to the office to put on WebCT *um* this is very long indeed it gives you a lot of information on the contemporary literature on the Asia Pacific but *um* this morning I'll just summarize it

um I'll discuss three main questions really *um* they may be in a different order from on your paper I've switched them around as I developed the lecture firstly I'll talk about the Asia Pacific in general what is it and why do a lot of people study it these days that's the first question secondly I'll be talking about *um* ethnicity and the nation state why is ethnicity such an important topic in studying the Asia Pacific and thirdly I'll look at the economic structure of the Asia Pacific why has it developed so fast and what changes are taking place nowadays

[-] so I'll start off really with the importance of the Asia Pacific [8:59:00] and *um* its definition what are the geographical areas even though APU is a very new university it was started with four hundred students in 2000 *um* most of the students could have got into this lecture room at that point *um* actually discussion of the Asia Pacific as a region goes back much further the earliest reference I found to it was in 1967 when the Japanese foreign minister suddenly started talking about the Asia Pacific which he said was a new idea at the time now at that time the Japanese economy was growing very fast after the Pacific war I'll talk about that later in the lecture also Japanese investment in East and Southeast Asia was increasing and so was investment from America and from Europe also *um* this was the time when the Vietnam war of course was just starting [9:00:00] so again the US had a heavy involvement in Asia and began to get interested in Asia it's quite interesting whenever Americans go and fight somebody then academics come along and start studying them as well I think in the next few years the Americans will be very interested in Middle Eastern studies [la] but in the 1970s they were interested in Asia because there was a war going on there so interest grew rapidly in the Asia Pacific and the number of books being published with Asia and Pacific in the title has actually doubled every five years since the 1970s [--] *um* Asia Pacific programs of course started to appear at a lot of universities and institutes throughout the world and I just listed some of these which I got

off the Internet I was very surprised to find how many universities had Asia Pacific or Pacific Asia studies programs and you can see some famous names [9:01:00] of universities here including Harvard Duke Michigan and so forth in America Stanford in Australia there's quite a lot Canada there's quite a lot and also places like the University of Hong Kong Waseda University in Japan and of course Ritsumeikan APU which was set up in 2000 [-] textbooks also started to appear I was surprised at how many textbooks on the Asia Pacific there were but there remained a big big problem when I started to read all these textbooks I was asking myself the question all the time what is the Asia Pacific region what countries and regions does it actually include because every textbook was different everyone had a different map of the Asia Pacific so I want to talk about some of the reasons for this *um* this morning different authors and different universities define Asia Pacific [9:02:00] in different ways depending on their own agendas but most definitions boil down to these *um* many people talk about Pacific Asia which they usually mean *um* East and Southeast Asia that's to say Japan Korea China and the ASEAN countries *um* they're not quite sure what to do with places like Australia and Russia in fact Russia is by far the biggest of the Pacific Asia countries much bigger than China it's about twice the size but is it a Pacific Asian country is it Asian or should we think of it as European nobody really knows what to do about Russia *um* same with Australia you see is it part of Asia [-] or is it separate *um* the Pacific rim is also talked about a lot and that's all the countries around the Pacific that of course includes *um* the United States Canada and South America [9:03:00] and then of course we've got the Asia Pacific which people talk about and the definitions of that do change a lot [-] so we have some very important questions about how to use the word Asia Pacific should Australia New Zealand or India be considered as part of the Asia Pacific why should we include India well the answer is of course is that there are many cultural links between Southeast Asia and India originally Indian culture used to extend right down through Southeast Asia until Islam came along and covered most of Indonesia but there is still a lot of Indian culture and there's a lot of Indian migrants also all over Southeast Asia and the Pacific so many people actually include India as well as part of the Asia Pacific should we include North and South America as well should we include all the countries bordering the Pacific or just the regions near the Pacific [9:04:00] i.e. the Pacific rim so if we talk about Russia as part of the Asia Pacific do we just look at Siberia or is Moscow a part of the Asia Pacific one book I came across discussed Canadian French the Quebec problem as an Asian Pacific problem because it's in Canada Canada borders the Asia Pacific so Quebec is an Asia Pacific problem even though it's much nearer to Europe than to Asia [-] okay the problem is this *um* when we talk about Europe these days we usually mean the European Union which is a economic grouping it's becoming a political grouping it's getting bigger all the time but when we talk about the Asia Pacific it's not an economic unit it's not a political unit and it's not a language unit either people don't speak the same languages they speak lots and lots of different languages so it's very difficult to see the region as something sort of united [9:05:00] which we can talk about and generalize about as a whole but there are things which tie the Asia Pacific *um* together of course there's colonialism *um* in the old days in the Seventeenth century both sides of the Pacific the Philippines on one side and *um* the coast of California on the other right down through Latin America was Spanish the Spanish were sending huge loads of silver over to the Philippines to spend on goods which they were buying from China *um* in the Seventeenth century the Pacific was called by some people a Spanish lake because the Spanish were on both sides of it and then the French and the British and the Dutch came along and they organized their own colonies as well later on and finally of course the Americans and the Japanese also had colonies in the region there's been cultural flows *um* world religions languages contemporary Western culture [9:06:00] *um* the Philippines you know speaks English for historical reasons many people there used to speak Spanish for the same historical reasons you've got migration huge numbers of Chinese Indians Europeans all over the region and of course you've got nowadays flows of capital American European and Japanese companies are very active in the whole of the Asia Pacific region so there are things which link these regions right round the Pacific together and *um* some of these we will talk about later in the lecture [-] so generally *um* we can ask a number of questions about the Asia Pacific region but basically if we choose *um* the Pacific Asia region that's to say East and Southeast Asia we end up asking slightly different questions from if we take the whole of the Asia Pacific area including relations with North and South America [9:07:00] depending which area we chose we end up studying different things and asking different questions this is one of the interesting thing about Asia Pacific studies if you change the definition of the Asia Pacific region you also change the questions that you ask it makes it very interesting even if it is very difficult to define [-] if our starting point is Pacific Asia for instance that's to say East Asia China Korea Japan plus the ASEAN countries what kinds of historical issues are raised well there's lots of historical questions *um* the relations between local regional civilizations like Chinese civilization Hindu civilization

Muslim society and culture of the Islamic religion and small scale societies we can ask a lot of questions about these we can ask a lot of questions about early colonialism the Spanish the Portuguese the Dutch the spread of Christianity into the area and we can also look at [9:08:00] the impact of later colonialism that's with the British the French the American's and the Japanese coming in and exercising control over large parts of Pacific Asia [-] *um* of course this led to conflict between these countries *um* there were major confrontations between Japan and China the United States during the Pacific war and after the Pacific war that's after 1945 there were new set of questions about *um* there were questions about decolonization many of the countries in the region which used to be controlled by France or Britain or the Dutch became independent *um* there is also the influence of the Cold War the rivalry between the United States and Russia the former Soviet Union and this led to conflict between their allies in the Asia Pacific region one reason why the Americans went to war in Vietnam was to [9:09:00] stop as they saw it the spread of Communism to the rest of South East Asia and of course we've also got after the war something which I want to talk a lot about later in the lecture this is the period of high speed economic growth which started in Japan but which later spread to most of the East Asia region [--] *um* most recently of course we've got some very interesting things happening in the Pacific part of Asia we've got the economic reforms in China we've got the collapse of Communism and the end of the Cold War which *um* for me happened very recently you people were probably very young most of you when it happened but for me you know I can remember this quite well the end of it 1989 when the Berlin wall came down and the next two years Communism really collapsing throughout the world and then of course you've got the spread of high speed growth to many other countries *um* including Taiwan [9:10:00] Hong Kong Singapore and Korea and later on of course to Thailand Malaysia the coast of China and so on [-] but if we look beyond Pacific Asia and consider what about the other side of the Pacific there are some other questions to answer people talk about the 21st century as being the Pacific century this is quite possible of course the reason why it will be the Pacific century is that on one side you've got the United States on the other side you have China now in a few years time these would be two of the world's biggest economies already you've got the United States on one side and Japan on the other Japan is the world's second biggest economy you know so obviously a lot of the action the economic action in the 21st century is going to happen in the Pacific [-] you've also got lots of things happening still today in the Pacific [9:11:00] you've still got political hegemony countries you know sort of exercising control over other countries in the region you've still got lots of migration lots of people moving around these days lots of people are moving from China into other parts of the world there's been a huge increase in the number of people moving in and out of China since the country opened up that only happened about 20 years ago but in those 20 years Chinese migration has increased enormously *ah* enormously you've also got cultural hegemony people sometimes call MacDonald-ization [la] poor MacDonald's [la] because hamburgers have become so popular along with Coca Cola and Nike shoes they've become symbols of American culture and American cultural hegemony domination of the rest of the world you've also got tourism of course *umm* tourism now links together both sides of the Pacific rim [9:12:00] because so many people move backwards and forwards as tourists and you've got information technology and the internet linking together the whole world including both sides of the Pacific *umm* the cell phones the computers you know have taken off in Asia in a wonderful way they've become leading consumers of mobile phones anywhere in the world *um* [la] I could ask how many students here have mobile phones probably about 80% I would think *ah* I hope they are switched off in this lecture *um* and of course we've got worries about the environment *um* which affects both sides of the Pacific as well in fact when China and India really start growing fast they're going to use up lots and lots of energy and the environmental impact will be very great indeed I'll talk about that later on in the lecture [-] there's also rather unpleasant things linking both sides of the Pacific together there are of course problems of [9:13:00] organized crimes international terrorism as we've seen with the attacks on New York in September 2001 but of course then there was the attack on the night club in Bali in October of 2002 so you know both sides of the Pacific are actually linked by these terrorist problems now and of course you've got criminal groups exploiting these problems *um* Chinese triads Japanese yakuza the mafia in Russia the mafia in America the mafia in Europe form a kind of world wide criminal network you know with a lot of the activity taking place in the Asia Pacific region [--] okay so these are the kinds of things you end up studying if you define the Asia Pacific region in different ways and as you've seen you know some of them are the things we study at APU like economic growth the environment tourism and of course the impact of information technology

okay the second thing I'll talk about [9:14:00] then is economic growth itself *um* the reason for this is that the Asia Pacific region has seen very very rapid economic growth in the last few years and I want to just look briefly at the reasons why this has happened [--] *um* the main reason why people in the 1970s became interested in East Asia was not only the Vietnam war it is because they noticed that countries in this region were getting richer and richer and richer and it was happening very very quickly the high speed growth started in Japan it spread to Korea Taiwan Singapore Hong Kong and eventually it spread to Malaysia Thailand China and even nowadays parts of Indonesia Vietnam are also joining in [--] the Japanese was quietly growing while the Americans were fighting wars in Korea and Vietnam one of the reasons for this was the Americans gave the Japanese [9:15:00] a lot of business they needed a lot of materials a lot of equipment for these wars and of course Japan was a very close and convenient place to buy it and the Japanese economic miracle took off partly because of these wars which America was fighting and the period of high speed growth lasted from the 1950s to the early 1970s this was a period in which the Japanese grew at about 10% a year it went from being a poor country after the war to one of the richest countries in the world and its experience was then followed by other countries in East and Southeast Asia [-] *um* next came the tiger economies so called sometimes called the dragon economies Korea Taiwan Singapore and Hong Kong now just to bring this home to you how big this economic growth has been places like [9:16:00] Korea in the 1950s were poorer than most countries in West Africa this is very difficult to grasp now okay a place like Ghana in West Africa got independence in 1957 because it was one of the most prosperous one of the richest countries in the Third World okay what's happened since then is the countries of East Asia have overtaken Africa they've overtaken most countries in Latin America in 1950 Argentina was one of the richest countries in the world you know much much richer than countries in the East Asia but these countries have overtaken it Argentina has major economic problems so you have to see there's been a major shift in the world economy it must be stressed that East Asia has had the most rapid economic growth anyone has ever had | [9:17:00] this is the fastest economic growth in human history it's much faster than economic growth in say Britain or America during the industrial revolution Britain during the industrial revolution was growing at about 3 or 4% per year Asian countries have experienced a growth of 10% a year for 20 30 years and if you have a pocket calculator just tap in what happens to a number when you multiply it by 1.1 twenty times you'll see it gets bigger and bigger and bigger [--] generally countries that are colonies of other countries don't experience rapid economic growth *um* colonialism isn't good for economic growth in the case of India for instance British colonialism actually destroyed the local cloth industry India started to grow cotton which the British turned into cloth and then sold back to India so now all the profits were being made by [9:18:00] the European countries and not by the local Indians you see [la] when you do this kind of thing *um* basically colonies remain rather poor the rich countries get richer *um* give you example from my own work in the 1960s 70s I was doing work in West Africa which produced a lot of cocoa of course that cocoa was being sold to the Europeans who turned it into chocolate and then sent it back to Africa as a luxury food stuff they made lots of money the poor little cocoa farmers weren't making much money at all so these kinds of things happen with colonialism so the question is how to get round this *um* the high speed growth in East Asia was actually based on the export of manufactured goods the Chinese and sorry the Japanese when they started high speed growth didn't start producing lots of rice or lots of sort of cheap cotton for the world market instead [9:19:00] they started to produce cars radios tape-recorders electronic goods and eventually computers you know which they could actually make a lot more money from so the question is how do you start exporting manufactured goods [--] so Japan got really rich basically exporting manufactures after the war why did this happen how did it happen who planned it one of the most famous books on this is by an American called Chalmers Johnson I'll just mentioned him briefly it's a long book you needn't read it but you will find his name discussed a lot he wrote a book about the Japanese bureaucracy and he argued that the people who were responsible for the economic growth in Japan after the war were the same people who were responsible for the growth of Japan before the war in the 1930s before the war Japan actually grew a lot its economy [9:20:00] grew considerably and of course after the war the same guys were still there running economic policy [la] so *um* there was a direct connection what was happening was the best and brightest people in Japan were the graduates of the five great universities Tokyo Kyoto and *um* what are the other ones Hitosubashi Keio and Waseda most of the civil servants of that time came from these universities *um* most of them came from Tokyo actually and the best of the graduates were going into the civil service and the best civil servants were ending up according to Johnson in the Ministry of International Trade and Industry it used to be called MITI now its called METI Ministry of Economics Trade and Industry and so he says MITI was responsible for much of the Japanese growth in the post war period MITI decided which

bits of the economy would sup- [9:21:00] they would support the Americans actually said to the Japanese what you want to do is produce lots of cotton cloth because its easy to do uses lots of labor and basically we'll buy it from you and the Japanese said no no no we want to produce cars which was very strange because the Japanese hadn't produced many cars [la] and basically they produced cars and very quickly these cars became very very good *um* when I went to West Africa in 1969 all the taxis were British they were all Morris Minors when I left West Africa in 1976 all the taxis were Nissan [-] *ah* the same thing happened with motorbikes when I went to West Africa all the motorbikes were British when I left West Africa six years later they were all Hondas [la] okay in those years [9:22:00] cassette tape-recorders had come in they were all made in Japan they were all Sanyo and Sony okay Toshiba okay these we started to hear these names of course television was becoming popular all the televisions came from Japan too by the time I got back to England in 1976 suddenly everything seemed to be coming from Japan and this was the period of real high speed growth [--] what MITI did was to decide who could get raw materials and they channeled these to the industries they wanted to *um* encourage they controlled the flow of foreign exchange this was very important after the war Japan had very little money it found it very difficult to buy dollars or pounds sterling or other currencies to develop its industries MITI controlled which industries could buy oil [9:23:00] which industries could buy dollars and thus they controlled which industries could develop fast there's also guidance the ministries were very good at giving advice to companies a lot of the time this was done through the Amakudari system if you stay a long time in Japan you will hear about Amakudari it literally means Buddha descending from heaven okay but the idea is that when *um* ministry officials get up to a certain level they retire very young when they are about fifty go to work in private companies and they provide a link between the private companies and the government so information can go backwards and forwards so the government was actually linked to these *um* companies through former ministry officials that actually used to work for the government and later moved into private industry and the result of all this was MITI could control and [9:24:00] encourage rapid economic growth [--] Japan of course was helped by other factors during this period *um* American orders during the Korean war I've already mentioned later on of course the Americans became involved in the war in Vietnam and they began to order more goods then [-] *um* Japan also didn't have an army in the nineteen fifties this is very useful for economic growth armies are very expensive if you put the money into other things the economy will grow quickly more quickly than if you put it into the army this is the problem the Americans have now you notice the dollar is going down with the minute why well the Americans are spending a huge amount of money in Iraq people are noticing this wars armies are very very expensive if you don't have one you can grow much more quickly there's also the *um* growth of the *um* [9:25:00] exchange rate for a long time after the war the *um* yen was fixed at one dollar equals three hundred and sixty yen sorry the yen sign hasn't come out properly in powerpoint but this meant the goods which the Japanese made were very very cheap in America but goods which the Americans made were very very expensive in Japan [la] okay so the Japanese sold lots of things to American and bought very little and the result was that the Japanese exports actually started to grow and grow and grow this lasted until the early nineteen seventies when the Americans actually allowed their exchange rate to float and the yen started to float up and the dollar started to float down [--] so what actually happened was this you've got all these factors coming together for rapid economic growth but also we're helping with the Korean war and lack of [9:26:00] defense cost Japan didn't have to run an army but the defense was provided by the United States of course and the exchange rate also helped a lot [--] now in his later work Johnson's begun to talk about what he calls the developmental state he says all the countries in Asia East Asia or a lot of the countries in East Asia have grown very fast and what they have in common is what he calls a developmental state a government which helps economic growth in the kinds of ways which MITI helped the Japanese economy to grow as well [-] and this has led to a lot of arguments and debates about why there's been so much high speed economic growth in the East Asia region the main question really is the relationship between the state and the market I don't want this to get too technical it's quite a difficult debate to follow [9:27:00] but basically in the West the state is seen by many people as a kind of referee you know a football referee just blows the whistle occasionally and establishes the rules and then the players go on and play the game of football *um* with most economic decisions being left to the free market this is what we call a typical capitalist system in socialist states like the former Soviet Union to some extent China though this is changing rapidly the state has actually much more direct control over the command economy command economy is the word we used to use about the economies in the Soviet Union Eastern Europe and China before the economic reforms *um* command economy is where the state sets up the factories and then tells the factories what to produce it actually worked very well in the Soviet Union for many many years but began to break down for lots of complicated reasons in the 1980s [9:28:00]

developmental states are in between the government exercises some control often indirect control over the economic growth process and this is what you've got in East Asia according to Johnson [-] however different scholars see the East Asian economies in quite different ways using different models *um* some people argue that actually the main driving force behind economic growth in Asia actually comes from business *um* the state just provides infrastructure it provides a stable economic environment what you have underlying economic growth in most East Asian countries is fairly stable wages which are kept fairly low so that labor costs are low taxes don't change very much exchange rates don't change very much so businessmen know what to expect and they can make plans for the future [9:29:00] if exchange rates taxes wages are changing all the time if wages are going up very quickly then its very difficult for businesses to make a profit [-] *um* also you've got concentration on industrialization all these East Asian economies have industrialized very fast *um* you've got a concentration on exports they've all been producing electronic goods cars other consumer goods for export to the rest of the world and *um* but other writers stress still the importance of the state in development the state-led model and they argue that in states which industrialized late basically the state has to play a role to help the economy because the economy can't do it on its own and the result of course is the developmental state which we see in East Asia [-] so what is a developmental state well it's a state where the main priority [9:30:00] of the state is economic development it's not so interested in equality it doesn't mind if there's a few poor people and lots of rich people you know it doesn't matter what's necessary is economic growth its not so interested in welfare good education systems good health systems spending lots of money on pensions this is not something the developmental state is interested in its more interested in putting all that money back into the economy so it grows quickly and the market's actually fairly carefully controlled by the state and the markets actually fairly carefully are controlled by the state just as MITI used to control you know foreign exchange and the flow of oil and chemicals to the key industries within state therefore you need a bureau- a guiding agency like MITI to take the lead you need some bright people making plans in the ministries and then guiding the rest of the *um* economy so this is the developmental state [9:31:00] these are the kinds of states Johnson argues that you find in East Asia *um* well other people have said yes fine this works very well in Japan and Korea actually Japan and Korea really are developmental states they are rather similar you know you've got the government taking the lead in economic development but it doesn't work elsewhere in other states and other parts of East Asia the model is a bit different for instance in Hong Kong actually the government intervened very very little in the economy during the colonial period before it was handed back to China in 1997 it was left to the companies and workers to negotiate with each other and make their own arrangements *um* the state in Singapore seems much stronger we all know Singapore was run by years for years by a really strong leader called Lee Kuan Yew he is still there he is still called the senior minister [9:32:00] he is still in the background and Singapore is a very small place so everyone knows someone who knows Lee Kuan Yew you know Singapore is the size of sort of *um* I don't know Osaka a third of the size of Tokyo so its actually very small and very compact very easy to run Lee Kuan Yew's aim was to actually turn Singapore from a port economy Singapore used to be really very poor actually it was just a port it was a convenient stopping point between Europe and Australia if you were going by ship or by air and he decided to turn this into a modern industrial economy he stressed English education he realized if people could speak good English then they could actually get contracts from America and Europe much more easily *um* most of the investors though are foreign in Singapore and investment hasn't been supported by the government so its not like Japan and Korea where the government has taken the lead in investments [9:33:00] but it has been a strong leadership and *um* certainly Lee Kuan Yew has some very interesting ideas about how the country should develop [-] so what the state did provide in Singapore was a well educated work force lots of English speakers around stable labor relations basically *um* trade unions were controlled labor leaders were punished if they got out of line there were controls actually on the informal sector this is an interesting one if you go to most Asian countries you see hundreds and hundreds of traders in the street you know selling things in Singapore all this was carefully controlled street traders were moved out and street traders had to have licenses the number of street traders actually went down and also finally of course *um* Singapore controlled its birth rate *um* the number of babies born suddenly went right down the reason was that everyone was put into high rise houses [9:34:00] if you have a small two room apartment you don't have many babies [la] okay its very inconvenient *um* so family size fell so fast in Singapore that eventually the government was actually giving out money to some women well educated women to have more babies [la] basically because the birth rate had actually gone down so much [-] Taiwan also had a very strong state in the early days but actually in Taiwan the main success has not been with the big industries at all but with smaller industries high tech industries *um* ah export industries like

computers Taiwan is the biggest success story in the computer business and they've been very successful because they've had very good management and also because labor costs have been relatively cheap compared with places like Korea *um* Japan and *um* Europe you know where wages rose quite quickly with economic growth so all this suggests that actually [9:35:00] the success of the NIEs all these countries are some sometimes called NIEs that's to say newly industrialized economies *um* this lies not in either the market or the leadership of the state but it's a balance you need both a dynamic market dynamic businessmen lots of investment lots of good ideas but you'll also need the state to help the state helps in different ways in different countries but the state actually does help it provides the stable basis you find political stability rulers don't change very often there's very few revolutions there's very few political coups this makes business much easier to run over the years [--] finally well what about China I'll give you a break after this I promise okay I'll just talk quickly about China the Chinese economy started to grow at the end of the cultural revolution with the death of Mao Zedong [9:36:00] in 1976 and till this point Chinese economic growth had kind of been up down ever since the revolution you know you kind of got the Chinese economy doing that [*points to wavy line on the board*] because *um* every time it started to grow there would be more political upheavals economic growth would be disrupted normally what happened was basically you had political upheaval the economy would go down Mao Zedong would then call in a man called Deng Xiaoping Deng Xiaoping and he would fix the economy then Deng would be sacked and the whole circle would start over again well eventually Mao died and by 1978 Deng Xiaoping actually emerged as the major leader in China he was very careful he never became the President he never became the Prime Minister he never became the head of the party he just sat there in the background controlling these things Deputy Prime Minister was his title Deputy Prime Minister [9:37:00] and the result was a new open door policy and of course economic reform started *um* peasants the farmers in the countryside were given greater control over their land and wool industries started to develop with the capital which they accumulated you've also got a lot of investment we often think of Taiwan and China as being opposed politically which is quite true what we don't see is a huge amount of money going from Taiwan into the neighboring parts of China in Fujian basically where Chinese businesses from Taiwan are setting up factories which are very very prosperous same thing is happening with Hong Kong a huge amount of Hong Kong money has gone into Guangdong Province in the South the area round the city of Canton and Guangzhou [--] the standard of living for many Chinese of course began to rise rapidly *um* but what's happened is the value of the Yuan of course has been kept nice and low this makes imports [9:38:00] into China very very cheap very very expensive but it makes Chinese exports to the rest of the world very very cheap and of course this has now become a source of a quarrel between America the Americans keep sending people to China saying please please please raise the value of the Yuan so that you won't sell us much in America and the Chinese not surprisingly say hmm no we don't want to do that [la] okay so this is a quarrel which is going to become very serious in the next few years as the Americans try and pressure the Chinese to *um* increase the exchange rate there's still similarities between the pattern of growth of Japan and China of course you've got land reforms which led to a growth of agriculture in both countries after the war you've got the exchange rate it was low in both countries meaning that they could export their goods and of course in both countries the state has channeled resources into the important sectors of the economy [9:39:00] so China really now has its own developmental state you know deciding which bits of the economy are going to grow there's also similar problems in Japan and China of course you've got rapid urbanization huge cities you've got environmental pollution I'll talk about that later you've got a massive fall in the birth rate in both Japan and China and Singapore and Korea and Taiwan actually the one child family seems to be normal now you don't need a one child policy to get one child families what you need is very expensive education [la] okay and then people start having less kids [--] you've got economic success of course but then you've got corruption and scandal both in China and Japan and of course what's also happening is rather *um* as wage rates rise so factories start to move to places where labor is cheaper Japan moved a lot of its factories to Asia [9:40:00] now China is moving a lot of its factories to the inner parts of China where wage rates are cheaper where there's lots of unemployment and lots of people wanting to do jobs [--] what about the countries of the region which haven't had high speed growth well there are some *um* obviously in countries like Cambodia Laos and China for a long time there was a lot of conflict going on a lot of warfare which kept down economic growth some countries like Vietnam have suffered from *um* trade sanctions for a long time after the Vietnam war the Americans wouldn't trade with Vietnam and you've got highly centralized governments in some of these countries which give little room for local initiatives *um* things have improved in the 1990s Cambodia has become much more peaceful of course so has Laos American sanctions against Vietnam have ended you've got lots of relationships with the EU

springing up ASEAN's proving to be [9:41:00] an interesting exercise in economic development economic unity tourism is being developed many of the poor areas now have lots of tourists coming in that's helping the economy and places like Vietnam of course hope to benefit from cheap labor the education system is very good *um* a lot of industry will start to move to places like Vietnam as *um* wage rates in other countries become too high [-] North Korea is a bit of a problem it's a Communist state of course *um* the first leader of North's Korea lasted a very long time he only died in nineteen ninety four this was Kim Il Sung but basically *um* he'd encouraged a personality cult the whole country depended on him as a wise father figure go to North Korea and you'll see statues of Kim Il Sung pictures of Kim Il Sung and his son everywhere *um* what happened though was North Korea stressed old style heavy industrialization what it didn't do was produce [9:42:00] consumer goods which its people could actually use and *um* in fact increasingly the living standards lagged behind South Korea until about 1966 for a very long time North Korea actually was just as rich as South Korea but in the middle of the 1960s South Korea overtook North Korea and since then its been getting richer and richer and richer and North Korea has been getting poorer and poorer and poorer and of course *um* the government in North Korea spends huge amounts on the military if you haven't got much money and you're spending it all on the army the rest of the economy doesn't grow very much so North Korea is very good at producing missiles but no good at producing rice this is a big problem *um* you've also got of course *um* major problems with massive floods bad weather disruption of agriculture there's been famine widespread now malnutrition and North Korea is basically trying to bargain [9:43:00] arms and disarmament in return for economic aid and food so the economy really is in a mess [-] what about the future well [-] basically China will become the world's largest economy very quickly if present growth is continued *um* if it keeps a low exchange rate and a high level of exports this will happen very soon but there are problems in the future there's pressure on the Chinese to revalue the Yuan this will make the exports more expensive there is still the problem of Taiwan economically they're very closely linked but the two Chinas could easily go to war if mainland China decides to re-conquer Taiwan and take control of it again that's a big issue X in this university is one of the world's experts on the Taiwan problem he writes books and articles about it [-] thirdly of course the Chinese population is still growing [9:44:00] even if the number of children declines as it has in China the problem in China sorry in Japan the problem in China is that the old people are living longer and longer and longer so the population isn't going down because all these old people don't die you know the same problem is the same problem in Japan *um* this population growth is putting pressure on China's agriculture there isn't enough land finally this is a very sobering thought I was at a conference over this summer in Thailand and people were talking about the Asia brown cloud now if you haven't heard of the Asia brown cloud you should [-] the Asia brown cloud is a nasty cloud of pollution and you know basically things that's shouldn't be there its turning the whole sky brown and this is in an area which extends right way across from India right away into Indonesia [9:45:00] and belong beyond area photographs show a whole big brown cloud the size of that of the United States across this area this is very bad news very very bad news because where you've got the brown cloud you don't get so much sunlight and agricultural production is going down and down and down bad news it also moves the weather it moves the weather side ways so that you don't have enough rain in the West of this region over Pakistan Afghanistan but you have much too much rain in the East of the region over *umm* South East Asia *um* over Eastern China and the result is very bad flooding lots of hurricanes lots of storms so this is having a serious effect on agriculture already and of course you've got industrialization and motorization in China if China starts having as many cars as Japan [9:46:00] you're going to have huge increase in carbon dioxide and an increase in global warming also you won't have enough oil this is really bad news if the whole of China had the same economic level of development as Korea it would use twice as much oil as there is now in the world this is really bad news okay *um* so you might get actually China's economic growth being harmed by the environmental problems and there could be an increase in conflict between Japan and China and of course a reunited Korea a reunited Korea would have nuclear weapons wouldn't it [-] *ah* just think of that if South Korea and North Korea get together it would be a nuclear country China already has nuclear weapons [-] Japan could put them together probably in a few weeks because its got all the technology and all the stuff this is really scary because if China and Korea [9:47:00] and Japan suddenly start fighting over the oil supply which is all coming from the Middle East its scary stuff

[-] okay right I'll stop there I've gone on much too long *um* I'll stop there *um* yeah firstly I'll give you five minutes if anyone's got any questions or comments *um* [-] stick you hands up and I'll try and deal with them *oh* there is a there is a question at the back [la] [#] yeah [#] that's a very good question *um* what

you're saying is America now is pressing China to increase its exchange rates what about Japan well the answer is this in 1971 or thereabout its 1971 to 1973 the Americans [9:48:00] were fighting the war in Vietnam just like they are fighting the war in Iraq now [-] and they were running out of money very very fast okay and at that time they let the exchange rate in America float the dollar began to float okay [-] and all the other currencies began to float including the yen and the result was the yen began to change its exchange rate it did change quite a lot by the early 1990s you know the exchange rate against the dollar was very similar to what it is now secondly in 1985 there was an agreement between America Japan and some of the European countries again but the Japanese were actually increasing their exchange rate so actually America's tactics have always been to try to negotiate with countries with which its got balance of payments problems and to try to persuade them to move the exchange rate up in the 1980s and certainly the 1970s the Japanese exchange rate did float up now its floating [-] you probably notice these days [9:49:00] because of the war in Iraq prob- partly *um* the American dollar is actually going down the Japanese yen is going up but its all floating the yuan's a problem because the Chinese government has fixed the actual rate at a fairly low level and the Americans want the government to change their policy and let the Yuan float up a very good question *yeah* any other ones *yeah* [#] *hmm yeah* sure [#] *oh* sure *yeah um* the question here is a *um* the the Americans want the *um* [9:50:00] Chinese to im- raise their exchange rate *um* do they also want the wages to increase I think the main mechanism is the exchange rate quite honestly *ah* they're they're leaving the wage rates basically in China as they are although there is pressure from international organizations making noises about Chi- some Chinese workers being paid very low wages for producing goods for the American market but the main mechanism now is the exchange rate if you raise the exchange rate if yuan goes up this would reduce [-] Chinese imports to America because the cost of Chinese goods would rise at the same time American goods would become cheaper in China so the Americans would be able to sell more cars more machinery and more equipment there okay so the main the the exchange rate is the key one [-] *yeah* [#] okay change of microphone okay *um* what I will do now is basically *um* [9:51:00] we're running a bit short of time so if you don't mind I'll just carry straight on okay I'll finish the third thing I want to talk about which is ethnicity and then if there is five minutes left at the end *uh* I'll give another chance for questions okay

so I'll move on to the third topic I want to cover which is ethnicity and the nation state [-] so please wake up again sorry I didn't have time to give you a cup of coffee but you know *um* uh I'll I'll carry on and try and finish as quickly as I can [-] right well one thing which most Asia Pacific countries have in common is ethnic diversity most Asian countries with very few exceptions Japan is one Korea is another have lots and lots of ethnic groups speaking different language and having different cultures [-] and of course where you've got lots of ethnic diversity its not very helpful for political stability [9:52:00] very often in countries in which there's most political problems are actually the ones which have lots of different ethnic groups there's some very good examples in Africa of course with most famous cases but places like Indonesia where certain provinces want to break away and be independent former Soviet Union Russia former Yugoslavia all these show us that you know these countries can break up and that you know that ethnic groups can demand independence and in some cases get it [-] but we've got a problem here what is an ethnic group there's lots of different definitions sometimes the state plays a role by officially defining the ethnic groups within it as in Malaysia China Singapore people actually have documents saying which ethnic group they belong to I am Chinese I am Indian I belong to the Baha'i minority I am Tibetan [9:53:00] okay the country actually officially defines people as belonging to one or other of a number of officially recognized ethnic groups and it's a very interesting question how these ideas developed since the colonial period up to now [--] *um* definitions of ethnicity by outside people often focus on groups which are culturally different from the point of view of language religion in many countries its quite easy to spot people from ethnic groups because they look different or they wear different clothes or they speak different languages or they go to different churches or mosques or they eat different food you know ethnic groups do all these things but sometimes of course you get people who are basically the same as each other but they think they are different this is very important you can get situations where people actually think they are different and that makes them [9:54:00] into a different ethnic group very good example of this of course is in former Yugoslavia the difference between Serbs and Croats what is the difference between a Serb and a Croat well actually the language is very similar its written in different ways the Croats use romaji and the Serbs use something that looks very much like Russian it's a variation on the Russian or Greek alphabets

the differences lie really in the former religious differences Croats were usually Catholics and *um* Serbs belong to the Greek Orthodox Church which is popular in Eastern Europe and of course in alphabet [--] but also of course Serbs and Croats also came into conflict in the Second World War generally the Croats supported the Germans and the Italians and the Serbs were supporting the Russians the British and the Americans so there was a lot of fighting then after the war though you have a Communist government a guy called Josip Tito [9:55:00] was in charge for a very long time as the president and he was able to keep you know this ethnic conflict undercover for a long time people didn't think that this ethnic conflict was there anymore that it had gone away Serbs Croats were living together quite happily religion wasn't as important anymore because it was a Communist government and of course many Serbs and Croats were actually marrying each other living together you know and getting on apparently quite well but when Tito died Communism collapsed the basis of the new political parties was actually ethnicity and the result was a lot of conflict and civil war and Yugoslavia actually broke up and this is the process we see going on today so the question was not what's the difference between the Serbs and the Croats the important thing is for historical reasons the Serbs and the Croats saw themselves as being very different [--] also there's another thing about culture there is [9:56:00] no such thing as Chinese culture or Japanese culture which is fixed its always changing okay traditional Japanese culture was things like raw fish and kimonos how many kimonos do you see at APU come on its like the Scottish kilt you know everyone knows the national dress in Scotland is skirts which men wear but if you go to Scotland you never see this dress but the only place in Japan you'll see a kimono is in Kyoto otherwise you don't see them very often you know so traditional culture really has changed Japanese culture for many people is now manga anime J-pop you know these kinds of things these new elements of culture culture is actually changing all the time [-] in the Asia Pacific as a whole though there's quite different types of ethnicities in different countries so I just want to summarize these briefly because they have quite different causes firstly [9:57:00] there's a number of countries in the Asia Pacific where you have colonies of settlement what happened was that a big population came in from outside and settled alongside a small aboriginal local population [-] this includes Canada United States Australia and New Zealand where mainly Europeans came in and they settled alongside a local population of *um* a Australian aborigines Maoris in the case of New Zealand and of course native Canadians native Americans in the case of North America you've also got two curious cases in East Asia of course Taiwan and Hokkaido both of which have their very small aboriginal populations representing the original people who were there when the Chinese and the Japanese came in so its not just North America and Australia you've also got aboriginal populations in Taiwan and Japan [--] secondly there's a different kind of colonialism there's colonies [9:58:00] of exploitation this is where there was a very small secular population and a very large local population the best examples were during the colonial period where you get small groups of colonists coming in British French Japanese Dutch and dominating the local people the three great examples in Asia of course were India which was controlled for many years by the British Indonesia which was controlled for many years by the Dutch and Indo-China that includes Vietnam Laos and Cambodia which was controlled for many years of course by French but gradually after the end of World War Two these countries got independence and these colonial minorities the colonialists these Europeans that used to live there generally went back to their own country *um* but there are still small groups of foreign businessmen of course left in places like Singapore and Hong Kong you still see a lot of European businessmen just as you did in the colonial period [9:59:00] there but these are special cases [--] a third kind of ethnicity is where you get labor and trade migrations and diasporas dating from the colonial period in many colonies in many parts of the world not just Asia Pacific the colonial powers Britain France Holland you know America found they were very very short of labor now you probably noticed that just two countries in the world include about a third of the world's population they are China and India China and India have always had the biggest populations ever since you know two thousand years ago so whenever anyone is short of labor the first place they look for of course is China and India [-] the result is that Chinese and Indians have spread all over the world the overseas Indians and Chinese diaspora they've been taken as laborers to other parts of the world by colonial powers they've settled there [10:00:00] they've moved into business they've become very very successful and the result is the network of overseas Chinese and overseas Indians which we see today [--] many of them move into business many of them move into education they move into government service and in some countries *um* for instance Malaysia Singapore Fiji diaspora communities make up a huge part of the population in the case of Singapore nearly everyone belongs to a diaspora community because of course Singapore itself was just a tiny village when the British moved there in the early nineteenth century Fiji one of the problems there is that half of the population there consists of people of Indian descent who settled there during the colonial period and of

course run most of the businesses and have most of the money so this can easily result in conflict in Malaysia in 1969 actually there were very very serious riots between the Malay community [10:01:00] on the one hand and the Chinese community on the other as in many of the Malaysian cities there was a very large Chinese population and again *um* they were the wealthiest part of the community they ran many of the businesses and then of course you've got the conflict in Fiji more recently which you probably remember from the last two or three years [--] slightly different case of labor migration is if you look at America and I mention this because this is also true in Latin America as well Africans were taken into the Americas during the 17th and 18th centuries as slaves *um* their descendants have scattered through out North and South America look at the Brazilian football team you'll see the effects of African descendants in Brazil same in Cuba many of the athletes are of African descent and the result of course of slavery and the discrimination that followed there's been a long struggle for political and civil rights so large parts of the Western Pac- [10:02:00] sorry the Eastern Pacific that is to say America has these race relations problems dating from the slavery period [--] *um* a similar example to this is actually is the Koreans in Japan during the colonial period the Japanese brought in many Koreans as laborers after the end of World War Two many went back to Korea but some stayed in Japan and their political and legal status became very complicated because of course Korea became independent and stopped being part of the Japanese empire and for the first time actually many of the Korean families who'd been in Japan for a very long time were suddenly treated as foreigners they had to carry around cards you know saying I am a foreigner I am a registered foreigner in Japan most of these people of course were born in Japan so this has been a big issue for the last few years you know the status of the Koreans *um* and of course these were also then complicated further by the division into North Korea and [10:03:00] South Korea so Japan had groups of Koreans saying we are North Koreans and groups of Koreans saying no no no we are South Koreans and there are still these two communities in Japan which are still *um* [-] largely separate from each other although they are coming together largely and many of course are taking Japanese citizenship as well so the situation of the Koreans in Japan is changing very very rapidly actually it's a very very interesting case you've also got relations between different immigrant minorities *um* you get lots of outsiders coming in and they form different groups in the population excellent example is the Americans of course *um* you've got well organized groups of Italian Americans people with Italian names they came from Italy *um* you've got Jewish Americans most of whom came from eastern Europe and *um* many of whom now have close links with Israel but nowadays of course especially if you go to San Francisco you've got huge numbers of Asian Americans [10:04:00] as well people of Chinese Taiwanese *um* Korean and Japanese descent and then of course you've got African Americans all over America America's very very complicated because most of the Americans consist of populations that came in from outside in different historical periods and they still retain *um* identities and links from their places of origin and they compete for power so in American elections the Italian Americans often form a tight knit group which decides to vote for one party or the other [--] a fifth example of ethnicity is multicultural populations resulting from colonialism many countries in the third world have boundaries which were established by the French the British the Dutch the Americans during the colonial period rather than by local people and what happened was that the political ethnic and language boundaries didn't coincide Europeans drew lines on the map [10:05:00] and said this is our colony but of course there were many people speaking different languages and with different cultures inside these boundaries and so in many former colonies there's different ethnic groups now what actually happens in South East Asia is quite interesting you've often got a big majority population which lives on the flat land where they grow lots and lots of rice and then up in the hills you've got different groups of people speaking different languages with different economic systems and of course quite different cultures you find this in Burma you find this is Thailand you find this in Laos you find this in China you know up in the hills are these different groups these minority groups with quite different cultures and of course where you discover things like oil in minority areas you've also got a problem example of this of course is Indonesia at the moment where a lot of the oil comes from a place called Aceh [10:06:00] and the Aceh people are suddenly saying well you know we'd be much better off if we were independent and if we had all this nice oil to ourselves so of course there's sort of independence movement there but other parts of India or Indonesia of course also have local independence movements and in one case out of East Timor bit of a special case it actually broke away a few years ago and has become a separate country so you've always got this problem in countries like Indonesia of keeping the country together very difficult to keep these multiethnic countries together particularly where you've got things like oil and competition for control of the oil supply [--] we ought to talk a bit about Russia and China too they're rather special cases *um* Russia *um* formerly the Soviet union and China are both very large so of course they have a large

number of ethnic groups in the Soviet Union *um* [10:07:00] Stalin had some interesting ideas about ethnic groups he thought generally ethnic groups should be given a bit of autonomy *um* ethnic languages should be encouraged *um* he would set up areas around the country where different ethnic groups could sort of have their little republics and in parts of Russia of course *um* in parts of the Soviet union these republics actually became independent at the end of 1991 end of 1991 the Soviet Union broke up and this left *ah* 14 little republics all round *um* in the Baltic in the Caucasus and in central Asia and then one big republic Russia the very big one including the whole of Siberia which we see now so in a sense a lot of Russia's problems with ethnic groups have gone away because they're independent but notice still in Chechnya there's still a group of people that say we don't want to stay in Russia we want to be independent [10:08:00] [--] in China rather similar *um* what you've got is the Han Chinese these are people speaking the Chinese language Pundong Hua Mandarin and related dialects sometimes of course they can't understand each others dialects its very difficult for Cantonese and people from Beijing to understand each other but there are also many minorities throughout the country with different origins China actually has five autonomous areas it's got about twenty twenty-one provinces now with Hong Kong and of these five are called autonomous regions and there's a lot of minorities located there these are in Tibet of course inner Mongolia Xin Jiang *um* where you find groups like the Uigher who are Turkish speaking people Nin Xia where you find the Hue who are Muslims though they are also scattered all over the rest of China as well and Guan Xi which is where you find a group called the Xuan *um* though there are other minorities down there as well [10:09:00] Yunnan Province isn't an autonomous region but it does have a huge number of minorities along the borders with places like Laos and *um* other South East Asian countries [--] now in the 1950s the Chinese decided they had to do something about their minorities what to do well they did research and they tried to decide exactly how many minorities really existed and eventually they officially recognized about 50 minorities about 55 I think is the real number making up about 10% of the local population so in China roughly speaking 90% are Han Chinese speaking dialects of Chinese and the other 10% are these very interesting minorities mostly scattered around the edge of the country [-] some of these minorities actually had a terrible time during the cultural revolution that was the period in 1966 to 76 gangs of young people ran around [10:10:00] the country destroying the ancient culture and in Tibet and places like Mongolia *um* they killed a lot of the local intellectuals they burnt down or destroyed many of the local temples monasteries in the case of Tibet and it was a terrible period many of the Tibetans fled over the border into India and Nepal but gradually for some minorities the situation began to improve and some minorities suddenly decided it was useful to be a minority lets be a minority [la] *um* they were exempt from the one child family policy this was one thing about minorities because they are such a small part of the population and because some of these minorities have such small populations its only a couple of thousand people in some minorities there's no one child policy because if there was these minorities would die out very quickly [-] they have better access to education they have better access to local government jobs [10:11:00] so if you can say you are a minority member things actually in some cases are better for you you have better education better jobs and of course more children so you decide you will become a minority member [--] the results have been very very curious some people choose to belong to minorities to which only one of their grandparents belonged so people are saying [-] my granddad was Mongolian great I'm Mongolian too I can't speak Mongolian I live in Beijing but I'm Mongolian okay so basically *um* even if they can't speak the language they can still claim links with one or other of these minority groups through their *um* parents their grandparents their great-grandparents and some groups who used to claim to be Han Chinese now claim to be a minority there was a famous book written about Yunnan Province many years ago by an American-Chinese [10:12:00] who wrote about this area as being typically Chinese [-] and then suddenly they decided they belonged to a minority now they call themselves the Bahai and they've resurrected and reinvented local industries and handicrafts they've started a tourist industry based on the fact they are different from the Han Chinese even though a few years ago they considered themselves real Han Chinese so people change their identity if they think its good minority cultures are also very good for tourism of course [-] *um* local cultures can be reinvented they can be performed and they can be sold to tourists so all over East Asia you find local groups reinventing traditional songs traditional dances putting on traditional costumes performing them for the tourists and turning this into a new industry just look at the television these days if you look at CNN BBC all the adverts [10:13:00] are for travel these days all the adverts for travel Indonesia Malaysia India they're all presenting themselves as extraordinarily interesting countries to visit and they are selling their ethnic cultures their ethnic diversities very very clear in the case of Malaysia they're selling tradition they're selling their minorities this is becoming their basis for their tourist industry but these cultures are often invented traditions rather than real traditions they've

been recreated for the tourist market so cultures and ethnic groups aren't static they change all the time nation states which are quite homogenous like Japan or Britain are easier to organize politically than multiethnic ki - states and to be honest the trouble with multiethnic states is this the different ethnic groups often start struggling over what we call the share of the national cake you know how much cake can we have the cake is a circle we divide it up between the ethnic groups [10:14:00] how much cake can we get if we get more cake other ethnic groups get less cake so its all about the division of the national cake [-] in the worst cases economic stagnation can lead to economic competition between political factions based on ethnic groups you sometimes get *um* civil war conflict growing and the result is economic decline because businesses don't invest in countries where people are fighting each other very simple so the more ethnic unrest you get the less the investment the poorer people become and the worse the ethnic conflict becomes between the different ethnic groups this is what's happened in Africa but there is a danger of it happening in some Southeast Asian countries as well where there's this ethnic divide *umm* particularly Indonesia of course [--] okay well I've nearly finished [10:15:00] this has been a very general outline of three main issues I've talked about the definition of the region I've talked about the reasons for high speed growth and I've taught about cultural ethnicity what I've also tried to show is that all these things are actually closely related ethnic groups and their relations are related to the economy if the economy [-] is growing ethnic groups live together quite happily if the economy if the economy goes into decline ethnic groups often start fighting each other because they become the basis of political fractions and they are in competition for the national cake but culture's always changing very little real tradition as opposed to invented tradition can be found in the region and you find that the boundaries and the definitions of the ethnic groups are changing all the time partly because of the tourist industry and driving all of these in the Asia Pacific region [10:16:00] is this process of course of high speed economic growth which is the main feature of the region since the Second World War okay well I'll leave it there *um* most of this argument you can find in the paper I wrote *um* you should also note just *whoosh* [-] one last very last thing you should also know about the standard textbooks on the Asia Pacific region and *um* I've listed them here this is a set of books which was actually written for the Open University in Britain you'll find them all over the place different courses draw on them *um* you will find these very very useful when you come to do other courses and I think most of the courses in the university actually draw on readings from these five volumes anyway I've listed them there you can look up the powerpoint slides and I'll stop there thank you very much

APPENDIX 2: Transcript of Lecture 2 (Lecturer A)

Lecture Title: Theme Parks and Fantasy: Culture and Tourism

Location: Ritsumeikan Asia Pacific University

Date: 2008.11.10

Time: 0:00 – 1:17:25 (77 minutes)

Key:

[.] pause of one second

[--] pause of two seconds etc.

[#] long pauses of more than two seconds

[la] laughter

[0:00] video time counter

[0:00] I've found actually I've got an enormous amount about Disney so I've put up a whole bunch of articles into the folder for anyone who wants to follow this up its probably enough for you to write a research report or a research essay on there *um* and quite interesting *ah* both about the theme park but also about Disney's business organization also some of the individual films if you are a film fan a couple of articles on Fantasia for instance

um but today I'll talk mainly about the origins of the theme park and the traditions it draws on and then talk about the impact that Disney's had on the theme park world *um* this is rather slow starting up today [#] [1:00] *oh* its come up [#] I think its coming up [#] I think we should throw out all this lot and bring in MacIntoshes [la] that's heresy I know [la] this is very very slow today

[#] *um* [#] basically I'll be tracing back the origins of theme parks [2:00] to a number of different things expositions in the 19th century museums of course funfairs the seaside tourism and *um* other influences and so on [--] this has finally appeared [PC sound] *oops* it didn't like that (inaudible) something disappeared (inaudible) [#] okay *ah* [#] come here [#] right here we go [#] okay theme parks are obviously big business *um* the world's largest tourist attraction is actually [3:00] Disneyland in Florida the only thing that comes anywhere near it is *um* Las Vegas of course in Nevada (inaudible) [#] this one good it attracts thirty million customers a year *um* that is huge that is much bigger than many country's entire international tourism market [--] the largest attraction in Japan is actually Disney as well that's in Tokyo *um* Disneyland in Tokyo attracts 16 million customers a year *um* this is huge Beppu attracts 12 million strangely enough making it probably the second biggest attraction in Japan [la] but I don't think they spend as much money here as they do in Disneyland *um* there are various kinds of parks called theme parks [4:00] *um* just a sort of typology to start off with *um* there's amusement parks obviously which offer mainly rides this is an old tradition in *ah* tourism *um* there's theme parks offering similar amusements a lot of rides but organized around a single theme of course and so we've got California Disneyland Tokyo Disneyland fall into this category and then there's the resort parks which include accommodation *um* that includes the Euro Disneyland the Disney World in Florida also Huis Ten Bosch in *um* Nagasaki which basically has accommodation built in it's a town accommodation within the town and a hotel complex as well [--] the origins of these parks are pretty complex but the main influences really include the four I've listed here firstly of course museums and I'll be talking a bit about the in- overlap between museums and theme parks [5:00] the international expositions of ex- exhibitions *um* expos they're usually called the last one was in Aichi in 2005 in Nagoya of course *um* the next one will be in Shanghai in 2010 *um* [-] *ah* then of course there is traditional holiday resort entertainment such as funfairs with the rides finally a huge influence has been the film industry both because of Disney but also because of some of the theme parks built around the film kinds of *um* themes [--] so I'll just run quickly over these in turn *um* some of these themes I've touched on in previous lectures of course this lecture kind of brings them all together because they *um* all feed into the modern theme park museums really became popular from the 18th century *um* many of them started with aristocrats [6:00] and they were collectors of arts and antiquities and their houses became defacto galleries and museums *um* quite a lot of people who had big art collections in the 18th and 19th centuries regularly opened them up to either the local people or their friends to actually see *um* much of their collecting was done of course on the grand tour we've talked about the grand tour before one of the things people did on the grand tour was to build up a big collection of art which the could then furnish their

houses with later on so many art collections stemmed from this kind of background with the revolutions of the 18th and 20th centuries of course *ah* many former royal palaces became museums the two most famous ones I guess are Versailles in Paris Versailles was very sad because at the time of the French revolution the house was re-retained intact [7:00] but most of the furniture and art work in it disappeared and was sold off by the French state *um* the modern French state has been trying to buy these back and so whenever some of the original furniture from Versailles comes on the market in auctions *um* the French government is in there bidding trying to get back the furnishings from the original palace the other famous example is the Hermitage the winter palace in St. Petersburg in Russia of course and at the time of the revolution that was retained more or less intact they've had to restore some of the rooms but the art collection basically is still there it was never sold off by the state it was retained as a museum [-] many of these sites are in the United Kingdom *um* one reason there is the taxation system if you've got a lot of money in Britain and you die as in many countries a lot of the money then goes to the state [8:00] [-] so the question is what do your children do if *um* basically they *um* inherit a very large house and a very large art collection and they have to give 30 or 40% of it to the state the answer is there are various deals they can make one of them is to take a few very famous paintings if they've got them which are worth millions and millions of dollars and donate those to the national collections if the nation- national collections want them the second thing they can do is make an arrangement with the government that they stay living in the house but the ownership of the house actually passes to the state or one of the para state organizations that runs heritage and in other words basically it becomes state property and then the state can open it up as a museum for later generations a lot of families do this basically they stay living in the house one part of the house [9:00] the rest of the house is open to the public as a kind of museum [-] so the taxation system is in many cases driven these families with big houses lots of artwork to open them up as museums and actually hand them over to the state [-] in the 20th century some of the landowners have actually turned their houses into other kinds of attractions and including safari parks many of these houses have very large grounds and somebody had the bright idea in the 1960s of turning one of these into a safari park they put a big fence around it and filled it with lions and elephants and things gorillas it became very very popular [1a] and a number of these houses actually have these zoo collections *um* it's a bit like the safari park you know out here which some of you will have seen very very similar you drive round in your car and you look at lions tigers and elephants and things eating [10:00] or sleeping in the sunshine [-] there's also some of them that have put up fantasy castles following the Disney model so that they've become kind of theme parks with castles witches wizards and *ah* right [-] some collectors left their entire collections to the nation or to universities or learned societies in some cases and so in the 19th century as it acquired this kind of property many of the governments started to establish national museums based on royal and other major collections sometimes these have very strange origins *um* have any of you been to the museum of Western Art in Tokyo [---] well you should go its one of the best museums in Japan but very unexpected it has a wonderful collection of French sculpture by Rodin from the late 19th early 20th century it is probably one of the best collections in the world [11:00] now what happened was this was a rich Japanese business man who settled in Paris in the 19th century and *um* he knew the artists and he made sure he had a big collection of their work so every time Rodin produced a sculpture this guy went over and sort of bargained to actually buy a copy of it so its a magnificent collection *um* when the Second World War came of course *um* France and Japan were on opposite sides and at the end of the war the French government seized the art collection on the grounds that it belonged to an enemy alien and should therefore become part of the French national collection because it was so good eventually a deal was done with the Japanese the French kept one or two of the best bits the rest was handed over to the Japanese who then built a museum in Ueno [12:00] to house this magnificent collection so you've got this very strange thing that in the middle of Ueno park is one of the great collections of French art in the world you know very very interesting kind of history but as states you know acquired these kinds of things *um* they *ah* of course started to establish national museums the Russians incidentally collected quite a lot of the the loot that the Germans seized during the war and that actually ended up in Russian museum collections a lot of it started off of course in Europe you know in Western Europe and th-the Nazis stole it basically and it ended up in Russia [-] these collections were often divided into objects for scientific study and objects for aesthetic appreciation *um* these collectors in the 18th and 19th centuries collected all sorts of extraordinary things some of them were interested in plants and animals and butterflies and birds and so *ah* collected enormous quantities [13:00] of these sort of dead animals which were stuffed and then put on exhibition others collected art works *um* either ancient art from Greece and Rome or modern art from the Italian renaissance and built up big collections of that *um* they often collected from non-European cultures as well and these were often classified as objects for scientific study examples

of unquote primitive culture almost anything from outside Europe was classed as primitive [--] this classification was based on theories of social evolution popular at the time so you had sort of a progression from what was seen as savage or primitive societies (blank) which of course was Western societies they had art and primitive societies didn't [la] the early Japanese visitors to Western museums were often very upset to find that Japanese art classified was primitive art [14:00] on the grounds that it was non-European [la] ah it was this kind of crazy classification which you found *um* since then I have to say *um* ethnic art from all round the world has been increasingly seen as art and culture rather than some sort of primitive curiosity and there are now magnificent galleries all round the world with ethnic art if you ever go to Washington one of the best galleries there is actually the gallery of Asian and African art its an extraordinary place its actually buried underground and *um* its well worth a visit some of the most beautiful African art I've seen anywhere actually [--] but there were all kinds of popular entertainment of course which flourished in cities and circuses and fairgrounds *um* attractions at these events included the so-called freak shows where they would exhibit exotic objects animals people of different races or very unfortunately people with strange physical deformities you know [15:00] these people would turn up in circuses making a living showing off their rather strange characteristic [-] *um* part of the attraction of museums and freak shows was the exotic of course the macabre and the bizarre and so exhibits at the major museums came to include very popular exhibits like Egyptian mummies ah I don't know why the attraction of Egyptian mummies but they're always one of the most popular items in Western museums these sort of bodies all wrapped up *um* in Cairo itself where they've got the best collection of Egyptian mummies of course they don't actually show them anymore because local Islamic clerics have argued that the exhibit of dead bodies is against the Koran its un-Islamic so you can't go and see the Egyptian mummies anymore or at least you couldn't when I went there a few years back *um* skeletons were always very popular of course kids love skeletons and primitive objects such as shrunken heads from Polynesia [16:00] I remember when I went to the Bristol museum as a kid you know I I used to look at these strange things these tiny little heads you know they were real heads you know sitting in in the glass cases very macabre ah I used to get bad dreams about shrunken heads but anyway these kinds of objects were always very popular in museum's collections [--] *um* as the 19th century advanced of course communications improved with the railways and the steam ships and the colonial empires expanded and ah the big European powers started to hold exhibitions which included a lot of culture and a lot of people very often from their colonial *um* possessions which were brought back to the metropolis to show off the colonial *um* power of these individual countries the first major exhibition of course which I mentioned before was actually held in 1851 in London and that became the model [17:00] for a whole series of international exhibitions which is still going on [-] *um* they are not so popular now if you ask anyone where the last one was *um* many many people will not be able to tell you it was actually in Aichi for two reasons nobody has ever heard of Aichi outside Japan nobody notices Nagoya for instance and secondly of course these aren't as big now as the big sporting events like the Olympics or the world cup which are probably the biggest mega events *um* but the international exhibitions used to be very very popular *um* both as tourist attractions and as demonstrations of national culture [-] and the ones held in the 19th century became quite famous *um* the one in London was actually organized by the husband of the queen so it was an event of quite extraordinary national significance [18:00] it was a celebration of British industry of course this was the height of the *um* industrial revolution and the British empire a lot of the artifacts came in from places like India during the period Britain had the largest economy and the largest colonial empire so this was a a huge event which then became a model to other cities [-] it brought together the latest innovations from industry and also prizes were given for the best products and it also included exhibits from the colonies *um* they not only brought in culture and artifacts from the colonies but they brought in people as well to perform local music and local dancing and so on *um* to the *um* British audience and *um* these visits by sort of visiting people troops of dancers singers drummers musicians from the colonies became very popular attractions in these kinds of events [19:00] [-] the period was one of intense nationalism of course and *um* big cities were competing with each other to put on these kinds of events and the great exhibition model was soon adopted by other cities in other countries to sell themselves and improve their images *um* one feature that became f- fairly regular in these events was the idea of the national pavilion where countries could simply take over a piece of space build a large pavilion which in some cases were very elaborate architectural buildings and *um* then exhibit their cultures their art this was the pattern in Aichi incidentally for those of you that didn't go there *um* very common pattern each country had a little pavilion *um* some of the smaller countries in Africa actually clubbed together and had one very large pavilion which worked very well *um* other countries had *um* large pavilions *um* the more popular pavilions [20:00] were actually very difficult to get into with queues for several hours you know to

get into these *um* exhibitions particularly the hi-tech ones [-] but this is a pattern which is carried on over the years *um* [--] often these buildings resembled villages or houses or large public buildings from the countries concerned so *um* these provided space in which indigenous crafts music and dancing could be demonstrated Japan started to participate very soon after these international exhibitions started *um* there was one in Vienna for instance in 1873 which was quite famous because the Japanese sent a delegation to find out everything they could about Western Science and technology and it is said that they came back with 96 volumes of information on what was going on in the West which was then put to good use of course [21:00] getting Japanese industry off the ground the first Japanese industrial exhibition itself took place *um* just soon after that in 1877 and *um* the Japanese participated in other exhibitions in other parts of the world with reproductions of famous Japanese buildings for example kinkakuji the golden temple in Kyoto which is very near Ritsumeikan nice thing about kinkakuji and ginkakuji the silver temple is that they are actually very small you can actually produce a replica of these in a reasonable space these kinds of buildings were then exhibited internationally and became very well-known [--] *um* Indonesian arts and performances were very common as well and particularly in exhibitions held in places like Amsterdam as it was a Dutch colony and *um* gamelan music and Balinese dancing were especially popular thanks of course to Walter Spies and his colleagues [22:00] that we talked about in the 1920s the people who organized Balinese musicians and dancers to go abroad *um* [-] basically though a lot of these exhibitions concentrated on the more aboriginal and exotic peoples from many countries around the world and implicitly comparing them with the modern world as sort of exotic or unquote primitive these kinds of cultural villages and cultural exhibitions have really gone out of fashion in international exhibitions now though the Aichi one one of the most popular items was was the Chinese pavilion there was very little in it surprisingly but what was nice was they got in some very pretty ladies that played music about once an hour or so you know on Chinese instruments which was very pleasant an event and people crowded in to hear these girls playing away [--] *um* however a number of museums and parks actually offered similar attractions [23:00] on a regular basis as museums and so you've got an overlap here between *ah* museums on one hand and the kinds of things that were shown in theme parks in the 19th and early 20th centuries to give some Asian examples you've got Little World and Minpaku in Japan and Mini Taman Indonesia park in Jakarta in Indonesia *um* a number of the modern theme parks actually came from the traditional seaside resorts and funfairs and these included the idea of the holiday camp of course with all the entertainment for the whole family and funfairs and amusement parks with rides as the main attraction part of Disney's reason for selling for setting up *um* [-] Disneyland in California in the 1950s was actually to provide a kind of wholesome family safe clean entertainment *um* some of the older amusement parks in America had a bad reputation [24:00] for places of gambling drunkenness violence you know and *ah ah* California was to be a much more carefully controlled environment where the whole family could enjoy themselves and nothing could really go wrong [--] the other great idea that Disney had was to use the film characters as the themes around which to organize and sell his new park *um* other film studios have joined in MGM is now owned by Disney I think and Universal of course *ah* now form the basis of theme parks in the United States and Japan and the idea here is you can actually see the background to the popular films you can see how they were made you know people actually on stage going through the motions of making films even if they are not actually making them and *um* this is popular in both the US and now of course Universal Studios in Japan [--] theme parks such as Disneyland can actually be arranged on a continuum [25:00] from *ah* those offering mainly fantasy to those offering education and Disney of course offers quite a bit of education in their theme parks in America and elsewhere [--] *um* Hendry makes the point that even though the the Japanese parks offer a lot of educational content they are still regarded very much as leisure activities *um* by their customers so the division between what's regarded as education and what's there for leisure is actually different in different cultures in Japan of course education traditionally implies formal education in the school or university system this is gradually changing the idea of lifelong education is very popular now in today's Japan *um* and this is close to the Western idea of *um* education as providing knowledge to anyone in any setting and of any age [26:00] however even in Japan *um* some museums *ah* which are aimed mainly at the leisure market have scholarly credibility this is one interesting thing about Japanese museums to me even quite provincial museums have very large research staffs and do serious research in addition to providing some sort of activity which the public can enjoy *um* for instance take one example down here Umitamago you know the the marine park down between Beppu and Oita *um* this has a quite good collection of animals you know but it also has got a research staff doing serious research into marine resources and marine biology and these kinds of things in addition to providing some family entertainment through cute seals that toss balls in the air and *um* cute little sea otters that *um* play water polo [la] it has

furry animals it has some beautiful fish some extraordinarily beautiful exhibits of jellyfish for instance very unexpected [27:00] *um* but in addition its got a serious scientific purpose there [-] *um* the buildings and other exhibits though in many of these museums in Japan are actually laid out with great attention to detail often by local craftsman from the regions from which these buildings actually originated Umitamago is of course marine but *um ah* what we've got though is other museums which show cultural objects and very often these are authentic to the extent that they are actually built by craftsman from the original countries [-] right *um* these often originate from *ah* various expositions they're sort of leftovers a good example being the Osaka exhibition in 1970 *um* [-] this was one of the major world fairs in the post-war period and *um* it resulted in quite considerable urban transformation *um* if you go to Osaka [28:00] there's a whole city outside called Suita which is built around this exhibition site and *um* basically there's a museum complex still there which dates back to the 1970 expo there's Expoland which is a funfair which is still quite a popular attraction which also dates back to the expo and at the center of the site is the National Museum of Ethnology which is the Minzokugaku Hakubutsukan usually known as Minpaku in Japanese *um* one of the features of Minpaku is that it allows a certain amount of interaction between the visitors and the exhibits *um* you can actually use a lot of the exhibits you know they are sort of lying around encouraging you to use them *um* many of them are actually quite recently made they've been made by craftsmen for the museum *um* basically *ah* from the regions concerned *um* some are original cultural artifacts there's a magnificent collection of West African sculpture again for instance but *um* many are actually copies or reconstructions [29:00] made by contemporary craftsmen from the regions concerned *um* Minpaku's actually the major center of anthropological research in Japan its a very serious research institution indeed they've got about 60 professors on the staff its a wonderful job because you don't have to do any teaching all you have to do is think beautiful thoughts and write books *um* they've got a publishing house where you can publish your beautiful books when you've thought them so basically their main aim is to do research organize conferences seminars and of course museum exhibitions there's a post-graduate research school *um* if any of you want to do masters and doctorates in Japan Minpaku is a wonderful place to study because its also got the best library in Japan its a wonderful library its very underused and *um* I've spent many happy hours there writing books on Africa while I was living in the Osaka and Kyoto area [30:00] [-] Littleworld at Nagoya was built at just about the same time in the 1970s *um* but that's slightly different they've got a railway company and this is one of the features of many of these exhibits in Japan they're actually part of big industrial conglomerates owned by *um* other people as we will see in a minute Disneyland in Japan is actually partly owned by a railway company as well [-] a team of anthropologists put together a collection of 50 buildings for Littleworld either originals or reconstructions and these are on show *ah* with occasional cultural shows of course by people from the various countries represented in the exhibits [--] Minpaku's clearly a museum Littleworld is much more like a theme park because its got people actually doing things *um* though there are similarities between the two Littleworld calls itself an open air museum but its one of a very large number of sites [31:00] in Japan in which you find old historical or exotic cultures being performed either by actors or by people from the areas concerned [---] *um* Japan's probably got the largest number of leisure parks in the E- East Asia region *um* there's a British scholar Joy Hendry whose written a lot of stuff about this and *um* she was able to count something like 250 of them by the 1990s *um* visitors numbered over 60 million *um* sales reached 400 billion yen can't remember how that much that is in dollars I think its probably around 4 billion dollars almost exactly now *um* and the early investors in the parks were railway companies wanting to generate passengers for their lines this is an interesting idea Japanese railway lines have always had the problem of what to do to get customers and the classic case of course [writes on the board] was that of Seibu which I think I've mentioned already [32:00] *um* Seibu's idea was basically you take a department store at one end [writes on the board] and you put the baseball stadium at the other and so you've got the *um* line starting in Ikebukuro in Tokyo and with a department store [la] and then at the other end of course you've got the baseball stadium and all the way along the line are housing estates built by Seibu which of course creates people using the stations in between so its a very interesting operation Seibu because you know its all pretty much applying this kind of synergy and some of the parks like this around the world were built basically as tourist attractions at the other end of the railway line basically to get people using the railway line [--] the oil shocks of the 1970s slowed down the Japanese economy a bit but basically after that leisure industries were seen as a way of boosting the economy of the regions [33:00] which were in industrial economic decline *um* the government also promoted leisure industries and more leisure time to counter Japan's image as a workaholic society *um* there's a tremendous amount of emphasis in Japanese government policy in the 1970s and 1980s getting people to enjoy themselves more building up leisure facilities you know which can act as venues for urban revitalization [--

] I think part of the reason actually was the environment yeah in the 1950s and 1960s Japan grew very very fast but the environment suffered by the 1970s Japan was really really filthy and the air was polluted the water was polluted the sea was polluted a lot of the vegetation had been killed off it was really in a very bad state indeed and then the government kind of switched policies and [34:00] put a lot more money into developing the infrastructure what became known as the leisure state a lot of the dirtier industries were then exported to other parts of Asia of course *um* leaving basically Japan *um* much cleaner than it had been *um* in the 1950s and 1960s and its become cleaner and cleaner ever since [-] so one way of cleaning up the horizon cleaning up the environment of course was to put in leisure facilities *um* which basically would *um* create more green space and *um* space for people to enjoy themselves [---] during the bubble economy in the 1980s there was a resort law passed giving tax relief to developments in regions suffering from economic recession and so it was actually worth their while for local companies and local governments to actually put money into leisure facilities because they could actually save tax money in the process [35:00] this boom collapsed really with the end of the bubble economy in the early 1990s and probably not that much investment has been made since most of the investments being made in the early years of the 2000s were ideas which had been around plans which had been on the drawing board since the early 1990s you know if you look at Beppu for instance its quite interesting there hasn't been much investment in the tourist industry since the 1970s here most of the hotels most of the attractions date back really to the 1970s and not much has been done since then [-] its in need of a makeover in fact [--] the themes in the Japanese leisure parks and *um* theme parks though tended to be *um* following well established patterns *um* you've got single country themes like Huis Ten Bosch which is a Dutch theme of course *um* you've got these local country themes combined with themes familiar from childrens' literature *um* Grimms tales Heidi Anne of Green Gables from Canada of course there's a whole theme park based on her and *um* the little mermaid *ah* the Hans Christian Anderson story from Denmark you've also got theme parks based on Japanese history of course things like Meiji mura which has a you know sort of Meiji period theme and Edo mura I've been to Edo mura it its a strange place it has actors wandering around in costume you know Edo period costume they've got Kabuki plays *um* if you're interested you can go and see a prison with prisoners being tortured to extract information I think there's an execution scene now and I don't think my children wanted to see that actually so I'm not sure I remember seeing that [la] *um* but basically you can go and see Kabuki plays as well you know or you can go and see temple rituals [37:00] all this is going on you know providing a nice kind of attraction again Edo mura's at the end of a railway line one of the railway lines going North out of Tokyo ends with a complex of theme parks I think it's the Tobu line actually and as a result you know people using the attractions would use the railways [--] Huis Ten Bosch is probably the biggest of all of them nearly it went bust a few years ago but was resuscitated and is still operating *um* in terms of space its actually much bigger than Tokyo Disneyland of course its in Kyushu where land is much cheaper and the aim behind the scheme was an interesting one it wasn't only the creation of a resort it was actually creation of a garden city of 3 hun- 30000 residents the idea was to create modern housing looking like the Netherlands so behind the façade you know these buildings are actually very modern very high tech very eco friendly and the idea was to create a sort of model environmentally friendly community [38:00] as well as a a a tourist attraction facilities of course include shops restaurants museums a police station and even a branch campus of Leiden university [la] with students I don't know whether they still come but they used to come to learn Japanese but also to act the part of Dutch citizens you know in the market square doing Dutch things even the buildings very unusually for Japan *um* were actually built of brick and stone rather than more conventional wood as this made them look much more like the Netherlands *um* there's a re-replica of a royal palace *um* Dutch East India company a very expensive hotel apparently six kilometers of canals [la] filled with desalinized *um* sea water you know and no expense has been spared to create the Dutch experience there and so you get students and also local Japanese dressing up in Dutch clothes participating in local Dutch festivals featuring [39:00] lots of beer and cheese but basically its one of the most popular sites in Japan 4 million visitors a year apparently [--] well how far will resorts be the pattern of the future in *ah* in in in Japan *um* work practices have slowed down since the 1990s resort development geared to individual travel and longer holidays may also be affected it'll be very interesting to see what the new economic crisis actually does to tourism I suspect tourism is going to slow down in the next few months possibly years not so many people will travel people are going to be short of money *um* you know many of these big attractions could well go bust simply because *um* they won't have the tourists coming in Japan so far has been less affected by the credit crunch than other countries but you've probably seen the value of the yen has gone up and up and up [40:00] and up its now the strongest currency in the world its good for people like me who earn yen and send it abroad I'm very happy but of course Japanese

companies who have to sell Toyota cars and some *um* and *ah* are Sanyo washing machines abroad aren't so happy it could well be that there will be a major recession in Japan if the yen stays very high and then of course that's going to affect the tourism side because people just won't have the money to go there [--] the Japanese parks even though they are the most numerous aren't the only ones in Asia and there's a thriving industry of cultural theme parks in other countries as well including China Korea of course Indonesia Malaysia and Thailand and so on *um* one of the most interesting because it was part of a nation building project is the one in Jakarta Taman Mini Indonesia *um* the idea here was to create a park which would reflect the diversity of the provinces [41:00] of *um* Indonesia and it was laid out with a series of pavilions each one actually *um* exhibited the work the music the culture the food of *ah* a different province in Indonesia *um* I've seen pictures of this I haven't actually been there one of my colleagues SY has been there quite a lot according to him there's a cable car and you can float over the whole site in a cable car and the whole thing is laid out in the form of a big map below you it's actually a map of Indonesia with you know the pavilions sort of dotted around the landscape on the appropriate island or bit of island you know where the actual cultures appeared [--] it was part of the idea to put of fostering national unity and one problem for Indonesia is actually that it's such a huge country with so many different cultures and so many different languages and so what the [42:00] government is trying to do over the years is to suggest firstly that everyone should speak Bahasa Indonesia as the standard national language even though it isn't really the biggest language in Indonesia Javanese is obviously but nevertheless Bahasa has become the unifying factor linguistically *um* and parks like this were an attempt to foster cultural unity by showing you know that even though these cultures are different from each other they're all part of the national culture of Indonesia so if you are actually i- its actually in the Indonesian constitution what is the national culture of Indonesia well the national culture of Indonesia is the best bits of the local culture of Indonesia [la] okay and what are the best bits well there were there actually there's a list of them an official list of them Bali is one Hindu festivals there and there's various other sort of festivals Toraja funerals [43:00] from Sulawesi all kinds of things you know as part of the national tourism program so the idea was to represent the culture of the entire country and the the pinnacles of Indonesian culture [-] *um* yeah [la] it was said that Mrs. Soekarno got the idea when she went to Disneyland in California and began to dream of you know an Indonesian Disneyland basically which would represent all the national cultures [---] so you've got this huge park modeled like a map of Indonesia with artificial islands which can be viewed by cable car [-] and of course there's people from each area as usual acting as guides and demonstrating the local culture where they come from *um* the other most ambitious project in the region is probably a whole series of theme parks near Shenzhen near Hong Kong *um* the idea was to provide a tourist attraction which the people from Hong Kong might also use [44:00] but at the same time to represent the new resurgent Chinese culture and so you've got you know sort of fairly predictable cluster of attractions there Splendid China of course looks at China as whole with reproductions of the great Chinese monuments [-] Chinese folk cultural villages *ah* represent the Chinese minorities one feature of China of course is that it's got 55 officially recognized minorities all these tend to be represented in the theme parks some of these minorities are very very small but *um* nevertheless they do represent the cultural diversity and many of these minorities have thriving artistic song and dance traditions which I've mentioned in previous lectures which actually *um* form the basis of quite successful local tourist industries in the areas where these *um* indigenous groups actually live [--] but then of course you want to open it up to world culture as well [45:00] and so you've got Window of the World with scale reproductions of major monuments from throughout the world I think the original park that did this was actually World Square *um* North of Tokyo where again you've got *ah ah ah ah um ah ah* a site a theme park which brings together mini versions of most of many of the great monuments from around the world so there's a sort of quarter size Egyptian pyramid you see [la] quarter size palaces a mini Eiffel tower and various other things like this this is very similar to the to Las Vegas where again you find a full scale grand canal and a half size Eiffel tower decorating some of the bigger hotels there so you're beginning to get an overlap you know between the sort of Las Vegas hotel kind of style thing and the theme parks basically which are drawing on these international and global themes you know as forms of decoration [46:00]

[---] *um* okay well the largest influence on theme parks has obviously come from Disney Corporation [coughs] I've mentioned the background to Disney in other lectures in other quarters *um* basically Walt Disney and his brother started producing animated cartoons back in the 1920s when they left the American army after the First World War *um* Disney Walt Disney himself was the artist and his brother was the accountant or business man who did the marketing the whole thing was done on a very very small scale but

um in the 1930s by the 1930s the image of Mickey Mouse was very well known and profitable as a brand um part of the reason why the ah Disneys were so successful actually was that they realized the potential of the new talking movies which came in in the late 1920s and very quickly after talking movies came in they produced I think it was a character called its a film called Steam Boat Willy [47:00] which is an early Mickey Mouse cartoon which is the first talking animated film by the late 1930s they'd churned out a lot of Mickey Mouse films including Donald Duck Goofy you know the other characters that came in but um by the late 1930s they were producing a um great series of cartoons beginning with Snow White which went right on to the 1940s and 1950s still very classic still widely viewed interestingly I found that you can get good collections of them down in Beppu if you go to Hirose you can actually buy Disney classic Disney cartoons at 500 yen a time I should stock up they're much cheaper than they are in Europe and they do have the original English soundtrack as well which is worth noting so its a good place to buy Mickey Mouse cartoons [la] I bought a version of Donald Duck as doing the Three Musketeers the other day I haven't seen it yet though it sounds rather interesting [48:00] [--] Disney moved into all kinds of other animations of course and films based on um popular fairy stories and after the um war the Disney activities actually diversified um he produced live movies based on children's stories Treasure Island is the original one again I f- I found a copy of that down in town the original 1950s Treasure Island with Robert Newton um its quite a classic and 500 yen again [la] American historical figures like Davy Crocket of course and also a great series of movies about the natural world um Disney was very important because this was the first company to invest money into really first class natural history documentaries you know ah in the 1950s it put out a whole series of wide screen documentaries stunningly beautiful and this set a standard you know which then the television companies and the later [49:00] um natural history people had to keep up with [-] um they used these as fillers so if you went to a Disney show with the kids the first half of the show was a natural history documentary the second half of the show was usually the la- latest big Disney cartoon or other blockbuster you know and these were very very popular events of course timed to coincide with school holidays so they could get the maximum audience Disney also moved into records TV and publishing Snow White was an interesting case because that spawned a whole series of books a whole series of records um the old 78 records um because the songs from the show became extremely popular as well and um basically ah TV programs in the 1950s became a way of publicizing the films um my wife grew up with these in Canada and she said they had a very interesting technique they would never show the whole Disney movie on the television [50:00] they would show you just a few minutes just enough to get the kids interested um and then the kids of course would pester their parents into going to see the movie which surprise surprise was showing at the local cinema at the same time [la] you know so by very clever marketing through the television network Disney managed to keep up um audiences for his for his film shows the TV became a way of publicizing the film so did the children's books and comics of course which were also very successful based on the movies [-] Disney's other big innovation though at the time was the big theme park 1955 his company and I think his brother weren't too willing in investing in this so Disney himself simply went ahead and used his own money so the Disney theme parks were actually part of ah his private operation and not part of the Disney corporation [-] the theme park was the larger version of the traditional funfair of course [51:00] with rides but of course it drew on the on the world of Disney cartoons and characters though the fun thing was that you had these rides very traditional funfair kind of rides but on a big scale and the whole thing was populated with Disney characters sort of popping up from time to time in masks of course as the kids went round the show um one of these rides actually became very significant because of course it was Pirates of the Caribbean using the Treasure Island theme you know Disney was into pirate films and created a ride called pirates of the Caribbean where you sort of sort of go along in your boat with these piraty figures pop out f- at you from time to time using the characters from the ride they then created of course the very successful blockbusters of recent years with Johnny Depp you know there are three films of pirates of the Caribbean um usually films create rides you know [52:00] you find a ride based on a film but now its its happening the other way around two very interesting temples Pirates of the Carribbean of course which is based on a fairground ride in one of the Disney parks and the other one is Lara Croft the Angelina Jolie films these have been very very successful but based on a video game usually the game is based on the film in the Lara Croft case the film is based on the video game okay um you know this mixing of genres and creation of attractions from attractions in other genres very very interesting [--] well this is basically then the formula that was repeated in other Disneylands in France too and most recently in Hong Kong of course um these are actually local franchises they aren't owned by Disney this is important they aren't owned by Disney they are actually owned by local companies who paid Disney a fee to use the Disney name the Disney concept [53:00] and the Disney characters and of course Disney sends

in advisors to organize the thing in the first place to make sure the implementation fits with Disney standards and fulfills the Disney mission [-] in fact Tokyo Disneyland is actually jointly owned by a railway company and Mitsui Heavy Industries you know who put in a lot of the engineering and infrastructure you get 60 million ye- visitors a year compared with 10 million for Paris so its much more successful than the European operation and its captured the school market one reason why Beppu is not doing well now as a tourist resort is because its lost the schools market school kids used to come on school trips to Beppu they go to Disneyland now you know its become the big destination the big market Beppu has completely lost is the high school market *um* now Disneyland gets the bulk of them [--] [54:00] in 1960s Disney planned a second theme park but he died in 1966 of cancer before it could be opened and it was left to his brother Roy who took over as director of the company to actually complete the project *um* this was actually a huge project its completely transformed the image and the economy of Florida Florida as you are all aware now probably from the presidential election is the third most populated state in America after *ah* New York and California Florida now ranks as number three the question is why and the answer is because its such a nice place to live there's so much to do there and the biggest thing to do there of course is Disney [-] *um* this houses the world's largest complex of hotels there's thirteen of them sports facilities there's 5 big golf courses there a huge number of shops and theme parks there's even a a Lonely Planet guide just to the Disney resorts in Florida in a single volume [55:00] which concentrates entirely on the theme parks near Orlando [-] the figures for the visits are absolutely staggering Disneyland in California gets 14 million visits a year Magic Kingdom in Florida gets 16 million EPCOT the experimental prototype community of tomorrow kind of science fiction high tech high tech vision of the future that gets 11 million MGM Studios gets 10 million Animal Kingdom gets 6 million if you comment that this doesn't add up to 30 million its much more that's true but actually many visitors visit more than one site okay [la] but if you actually look at the total number of people individual people as far as they can work out its about 30 million people a year coming into the area to visit one or more of the theme parks [--] very interestingly they've also done what Huis Ten Bosch did they've created a a modern town its called Celebration [56:00] and the idea is to create a modern high tech community *um* with very expensive very high tech houses but like most things in Disney its carefully controlled I'd hope Jamil was going to come this morning because he used to work for Disney and he had some interesting stories about the control that Disney exerts over its workers you know I'd never get a job with Disney because I have beard and probably my hair needs tidying too you can't wear any jewelry they lay down what perfumes what deodorants you can wear these kinds of things you know of course you can't take your Mickey Mouse mask off in public you get fired immediately everything's carefully controlled the animals you see the wildlife is carefully controlled *um* the lake in Florida was a natural lake but the water was the wrong color *um* it was red because of the roots of the trees around it so they simply dug up all the trees cemented the lake in and then put in blue water [57:00] which is what a lake should really look like you see *um* they also had to get rid of some of the larger wildlife because it was bothering the tourists basically but the environment the people who work for Disney very very carefully controlled even the horses there's a lot of horses on Disney sites you know because they're pulling carts and doing American frontier kind of things the trouble with horses is they make a huge amount of mess so there's little people running around after the horses clearing up the mess as soon as its created and putting it down special chutes you see which gets all the manure straight out of the system very very quickly so basically *um* in Celebration its not surprising there's very strict rules about what the owners can do with the houses the colors of curtains the parking arrangements what kinds of plants you can put in your garden these were all carefully determined by the Disney Corporation [58:00] [--] the company's been very successful in controlling its images as intellectual property and also controlling the quality of products bearing the images *um* there's Disney shops you know all over the place where you can buy sort of stuffed Winnie the Poohs and *ah* in fact my daughter and her family husband and four kids they all dearly love Winnie the Pooh the entire house seems to be full of Winnie the Pooh memorabilia from the bathroom the toothbrush rack which is a mini the Pooh Winnie the Pooh toothbrush rack there's a little seat on the loo which is Winnie the Pooh there's a bathmat which is Winnie the Pooh the kids have Winnie the Pooh towels you see and and so on you know the whole place is Winnie the Pooh [-] *um* but the interesting thing is that the quality control exerted over these products is very very high *um* they're worried about their image you know producing Winnie the Pooh toys which poison your kids is not good publicity and they are very very careful you know [59:00] about the franchise protecting the brands from ambush advertising and faux Winnie the Pooh goods basically so they they they're also trying to diversify to create a huge media empire *um* you've got therefore the the the theme parks the films the television shows and the Broadway musicals they're all integrated they're all integrated when a new Broadway musical is opening its

advertised in the theme parks its also advertised on the television channels okay and similarly *um* there's a link between the Broadway musicals and the films because most of the Broadway musicals of the Lion King for example the most successful one are actually based on original films it used to be that stage plays became films in Disney films become stage plays [la] very very interesting its the other way round you know you turn your Beauty and the Beast [1:00:00] or your turn your very successful Lion King into a stage show which of course then *um* runs in big theaters right round the world [--] there's a detailed study of Tokyo Disneyland its by a guy called Aviad Rahz he's *ah ah ah* an Israeli anthropologist I've put some chapters of this actually in the folder *um* or I've got them ready to put in the folder he looks at three areas of Disney operation *um* basically Disney on stage Disney back stage and the influence of Disney on popular culture so I'll just mention these I won't give you a break today because I'm mindful of Mr. Blackwell's *um* camera sitting in the corner [la] okay so *um* we'll go through and perhaps finish early and leave time for questions on the stage back stage and the influence on popular culture you probably remember I talked earlier I think about Goffman [writes Goffman on the blackboard] [1:01:00] do you remember this Erving Goffman great American sociologist who talked about social life as being like a play people are acting out a part all the time and basically in the entertainment and tourism industry you've got things happening on the stage that people are supposed to see you have things happening back stage which people are not supposed to see okay *um* for instance the guy in the Mickey Mouse mask is not supposed to be seen all the children should see is the Mickey Mouse mask because this guy to them must be seen as Mickey Mouse and not as a student doing arbeito from the University of California [la] okay so *um* we've got the on stage back stage and then of course the influence on popular culture [--] I mentioned before that you've got *um* a local company which actually owns Disneyland in Tokyo and just franchises the name and the concept from Disney [1:02:00] it formed *um* actually an *ah ah* operation called the Oriental Land Company to reclaim land in Tokyo bay in the 1960s *um* they looked for a use for the site and thought it would be suitable for Disneyland so Disney is built on some of this new reclaimed land which has been created since the Second World War in Tokyo Bay mainly by piling garbage into Tokyo bay and turning it into islands you know very very interesting project Tokyo bay is getting smaller and smaller and smaller the islands are getting bigger and bigger and bigger its very expensive but the price of land in Tokyo is so high that it seemed economically sensible in the 1960s and 70s the eventual deal was that Disney would get 10% of the entry fees 5% of any omiyage souvenir sales in return for franchising its name its concept and sending its advisors [1:03:00] and so 200 Disney people were sent over from California to work on the project to set it up and to advise the company how to run Disneyland it opened in 1983 it had a million visitors in the first month and of course its been very popular ever since now its well over a million visitors every month on average [-] its laid out following the model of the Disneyland in California of course and the Magic Kingdom *um* so there are 7 theme lands World Bazaar Adventure Land Western Land Critter Country Fantasy Land Tomorrow Land Toon Town and Cinderella's Castle is bang in the middle *oh* I got a copy of Cinderella downtown for 500 yen the other day as well if you want to see the original Cinderella its available at Hirose for 500 yen notice that these are exactly the genres of films which the Disney Corporation has actually been producing over the years you've got Adventure Land and films like Treasure Island [1:04:00] a lot of Western films of course a lot of sort of science fiction stuff Fantasy Land and Toon Town which is the traditional cartoon characters so *um* Cinderella's Castle is in the middle the Disney r-rides are actually design by Disney e- a- Disney designers who they call Imagineers Disney actually runs a design company so if you want Imagineers to design your project for you you can rent Disney to do it and of course many of the things which the guides seems to say spontaneously are in fact very carefully learned lines which have been provided by head office generally the guides stick to the script *um* however you've got mystery tour around the castle in Tokyo which seems to be a Tokyo invention and you don't find actually in the other *um* theme parks [--] there's historical elements of course [1:05:00] Disney saw himself as a great educator the nature films were an attempt to educate and some of the historical films were as well including historical accounts of Japan's relations with its neighbors *um* despite these adaptations however Tokyo Disneyland likes to see itself and market itself as an American experience so if you like its an American experience with Japanese characteristics the whole thing is adapted to a Japanese audience and its got bits of Japanese history thrown in instead of or as well as American history its big there's 12000 cast members that's people wandering around in masks playing their roles in the different rides and the different exhibits so 5000 of these are part-timers so I suspect a lot of them come from the local student market in fact busy putting on their Mickey Mouse masks in the evening to go play Mickey Mouse *um um* at Disneyland *um* orientation [1:06:00] in learning Disney behavior is very important smiles are very important and you can get fired for either treating customers badly or going against the Disney look by

taking the Mickey Mouse mask off when there are kids around [-] now I think this fits in very well with Japanese company ideology anyway you know the things that Disney requires of its staff in its theme parks all over the world fit in very well with the kinds of things Japanese companies like anyway they like workers in uniform workers who are very polite to the customers of course and workers who play their own role well you know whether it be squeaking away in a lift in these stores in Tokyo or you know people who rush out when you when you get gasoline at the Japanese filling station I don't know if any of you have got cars but getting gasoline in Japan is a major experience its a major cultural experience not to be missed [1:07:00] you drive up you know and immediately 5 people appear one puts the stuff in the tank one polishes the back window one polishes the front windows and somebody gives you a towel so you can polish the inside of the windows and then finally there's one guy to wave you out into the road after you've finished it takes about five people to collect gas in Japan now I notice finally a few self service gas stations are appearing but as you might expect the machines are so complicated that they're actually very difficult to use the first time but anyway *um* its the same thing in Disneyland everyone has their role everyone has their part they play it to perfection and the whole thing creates a Japanese style of service a Japanese style of *um ah* attention as with other Japanese companies *um* the workers are trained with elaborate manuals including office rules how to answer the phone how to serve tea how to bow to people you know and so on [1:08:00] [-] Disney Corporation in America has a history of conflict with labor unions but that doesn't matter in Japan of course because they've got a house union basically which excludes the part timers who aren't represented at all so there are lots of elements in Disney which work extremely well in Japan which probably explains why its been so successful in the Japanese environment critics call Disneyland the smile factory you know providing the magic and maintaining the illusion is all part of the trick the popularity [--] *um* Raz describes Disney's work practices as Taylorist *um* those of you who have done any APM courses might know the name of FW Taylor who was the great American apostle of quality control and work organizations to make work really efficient his ideas really caught on you know worldwide in factories the division of management for labor [1:09:00] the use of women as a cheap labor force you've got a pyramid of departments with a hierarchy of bosses and basically getting people to carry out tasks in the same way without any individuality its been argued that this works very well in Disneyland as well you know this kind of *um* top-down management and people playing their parts to perfection [--] *um* the idea the result is that Tokyo Disneyland is obsessed with quality control obsessed with analysis of task standards planning making sure nothing goes wrong the idea of zero defects has been imported into the theme park to make sure everyone's happy nothing goes wrong but of course there's also an emphasis on *kokoro* you know making people happy carrying out the job with feeling to give that added feeling of emotion [-] but as I said this is very in line with *um* other companies in Japan [--] who actually consumes Disney [1:10:00] well that's quite interesting different *um* groups consume Tokyo Disneyland in different ways *um* it turns out to be an experience which all different age groups enjoy with the possible exception of older people who don't seem to go there much *um* Japanese children of course learn about Disney through TV shows *um um* obviously based on Disney TV in *um* America [-] Disney fits in very well with other Japanese popular culture of course because basically Disney is producing anime which has a long tradition in Japanese culture they're also producing manga because Disney in America *um* was marketing children's comics very very successfully right back in the 1940s *um* Disney also influences children through the educational books of course the stories associated with the films the interesting thing here is that the *um* Disney story the Disney version of the story has become the popular one [1:11:00] in many cases its replaced the original one and people don't even know the original one in the great fairy stories for instance like Snow White and Cinderella what kids are taught these days is the Disney version the original German version is much nastier and much crueler much nastier things happen you know in Disney its all sort of good fun you know the the princess wakes up in the end and gets her guy there's always a happy ending some of the 19th century fairy stories that these are based on are much more grim or much more unpleasant local community festivals of course which often take on Disney themes we went to see a festival in Yokohama once and it was basically a- all American a huge amount of American influence in Yokohama with American marching bands cheerleaders and of course sort of Mickey Mouse costumes and things *um* you get school excursions kids go to Disneyland now as school excursion they don't come to Beppu [1:12:00] sad and Disney actually taking over from historical sites and monuments as the educational must see for Japanese kids [la] talking about monuments I I I wish I had a picture of it I might be able to find a photograph somewhere *um* a a couple of years ago my wife had eye trouble and we used to drive out to Oita to the hospital fairly regularly about once a week and there was a a stone masons producing funeral monuments and s- you know along the road and producing funeral monuments you know tombstones basically for Japanese tombs and now

these are occasionally statues you have Buddha statues you have heavenly beings you know you have celestial birds and this kind of thing but the guy decided to have some fun he produced two statues of Mini Mouse and Mickey Mouse in black granite and he produced two identical statues in red granite as well so sitting by the side of the road [1:13:00] were the black Mini Mouses and Mickey Mouses and the red pair as well and I often drove pa- past this and said to my wife I've got to bring a camera we've got to photograph this and at last we took a camera one day especially to photograph Mickey Mouse the guy had sold the red Mickey Mouse tombstones the day before so I think we only have copies o- of the black ones who bought I don't know who would buy a red Mickey Mouse stone a granite tombstone its difficult to imagine but someone obviously liked them put them in their garden you know presumably and they were certainly very pretty but *um* anyway [responds to comments from the audience - inaudible] [la] okay so this is a national treasure [#] right are they using them as tombstones though I asked I actually asked the sculptor why he made it and he said for fun [1:14:00] I'm so bored doing tombstones that it was something different [la] I often wonder actually whether he was actually sued by Disney there's one thing about Disney they are very strong at suing people who use Mickey Mouse characters actually without *um* without proper authorization okay much of the market for Tokyo Disneyland is actually amongst young women in Japan this is different from America maybe it attracts kids and families there but in Japan a lot of the Tokyo Disneyland cliental seem to be young women now remember in Japan it is the younger women who are the big travelers they live at home many of them they have huge disposable incomes which they spend basically on leisure activities *um* 20 to 29 year olds make up 30% of their customers 53% are single women the OL or office lady market you know younger women working in offices is very very significant in Disneyland and very much in contrast [1:15:00] with the United States where the main market tends to be married people over 25 with children [---] Disney also fits very well with another thing that fits very well with Japanese culture and this is the idea of kawaii culture you know the cute little animals the cute little cartoon characters that you see everywhere in Japan *um* I I was very struck when I came to Japan you know if there's a building site they will put up a fence to keep people out of the building site but on the fence they will put up a cute little picture of *ah* fluffy little ducks in the water or something else you know or a little man a little cartoon character bowing to you as you go along and you know to say thank you for putting up with this building site and [la] it fits very well with this a lot of these images are very Disneyesque and Disney kitsch of course as represented by the Tokyo Disneyland souvenirs is very easily absorbed within this kind of environment [1:16:00] [--] surprisingly 40% of the Disneyland clients seem to be middle-aged *um* there's a lot of families dating couples groups *um* particularly school groups making repeat visits parents see Tokyo Disneyland as a good deal *um* because they don't you know the whole day is organized for you once you get through the gates *um* but it seems the elderly in Japan don't consume Disney very much they're much more conservative [--] so Tokyo Disneyland is an e- example of this horrible word globalization what is globalization well it simply means adapting something which is global to a local situation *um* you give global forms local meaning so in other words Disneyland is not just a straightforward copy of the American thing *um* its actually *um* much more an appropriation an adaptation to Japanese culture [1:17:00] not really the real thing [-] okay I'll leave it there then *um* if Professor Blackwell comes back he can switch off his camera for the moment though we've got about 10 minutes left any points about that anyone wants to raise about Disneyland because I want to use the last 5 of 10 minutes to discuss what to do about these excellent presentations [comment from audience] [1:17:25] END

APPENDIX 3: Transcript of Lecture 3 (Lecturer B)

Lecture Title: The 2002 FIFA World Cup Korea-Japan

Location: Ritsumeikan Asia Pacific University

Date: 2002.6.4

Time: 10:36 – 11:31 (56 minutes)

Key:

[-] pause of one second

[--] pause of two seconds etc.

[#] long pauses of more than three seconds

[la] laughter

[10:36:28] video counter time

[10:36:28] okay *ah* before I start the lecture *ah* some *ah* announcements *uh* some announcements *ah* I forgot that I can enlarge the words and show you so I'm showing you now whenever you put *ah* your your comments in the folder I want you to type your student ID as your file name followed by your name [#] I see that some of you want to talk to your friend [#] *ah* can we *ah* have some quiet that side please okay all those of you standing can you sit down [10:37:00] if not I'm going to ask you to play football after this class please sit down can you sit down lady you can come straight here and sit here she is searching for her friend now please sit down okay [#] can you run faster we are in World Cup now [-] cannot yo- be walking slowly in Japan people please run [#] alright please *ah* read these instructions and follow them *uh* some of you just type something and send it to me and put it in my folder now I don't know your name you don't have a file name even it just says Microsoft word file now when you send such a file I will just cancel it sometime after the *ah* next week the volunteer week I will put in the Web CT how many of you have got three marks for your class presentation [10:38:00] I mean discussion and how many of you have got zero so if you find zero you please come and see me what to do with your your your the three marks for every week that means something is wrong with your presentation and so please whenever you type a file I think information science introduction to information science they teach you this right I talked to some professors they said they have taught you already this whenever you send a file to another professor put your file name as student ID and then followed by your name then the file cannot get lost because only you can have that file in this university nobody can have that file with me so please do that and then whenever you write a comment at the end of the comment please write your ID again and your email address and then you must remember this is very very important every week I have to look at 480 students [10:39:00] if you put something wrong I'm just going to delete it and put it in the Web CT in two weeks time whether you got three marks or zero marks so if you have got zero marks then you have to do it all over again alright you will do it until I give you the three marks so that everybody can get 30 marks nobody can have 27 marks or 20 marks or three marks and people who got zero marks [-] that means they're really very advanced already *ah* they don't need this grade that's okay and then you must remember please read the topic before you write your comment like today many of you will go to your classroom discussion and you will find the power point presentation they are telling you everything I've told you in the lecture [--] except that they add the picture of Doctor Mahatir Tonga the king of Tonga which is very nice to see but they have not answered the question of the topic [10:40:00] [-] so please ask questions like these in your discussions class and when you write your comment read the title of the topic again [-] before you make your comment don't come and send me something today I liked the presentation I found out something new about Asia Pacific [-] come on you cannot be telling me this [-] everybody knows about the Asia Pacific now is there anybody who doesn't know they are in the Asia Pacific so please don't write comment and then I say because this is a adjunct model course I make sure the comments are at least over a hundred words but you cannot send me a comment with only four words in it I liked the presentation [la] now how can I give you three marks [la] [--] I cannot give you three marks so you must write not less than a hundred words yes [*question from the audience*] [#] *ah* that one you must be a great poet to write [10:41:00] in such *ah ah ah ah* crisp sentence that I really find I can write a PhD on that its possible I mean many people Shakespeare many people have written PhDs on Shakespeare Shakespeare's dramas are good there are many many poets in the world which can write in seven words everything that is to be said about say the nature of religion nature of God nature of human beings but I don't think I have got such people in this class [-] if there are such people in the class I

should not be lecturing I should be a student with that person but anyway if you try and if I find that you are great I will give you the full marks anyway so please don't write less than a hundred words this is to make you think about the topic and write clearly what you want to say after having done the reading gone over the lecture and then some of you are doing level three English class you've already done this in the level three English class some of you have been learning about these things in other courses so [10:42:00] you must make an intelligent comment don't make a comment where I feel my Goodness I work so hard and these student really is making me work harder to understand such simple four words please so please remember this problem don't forget this [#] what else I wanted to say let me see [-] oh yes that's another thing I I want you to *ah ah* worry about later in the sense *ah* let me just enlarge it and show you okay [#] now for the next topic that is after the volunteer week we're going to discuss about the World Cup now please change the thing because the question *ah ah* is made in such a way as if the World Cup is over the World Cup is still going on until June 30th so I've changed the wording [10:43:00] please make a note of this so that when you write a comment know you know you are addressing this topic and when you are preparing your power point presentation make sure this is the title you have why is the World Cup so important for Korea and Japan that's the title of the question so please make a change *ah* for this alright

and with this lets start the lecture today [#] okay this is the lecture today lets see [#] okay *ah* this is the lecture today let's see [#] okay today's cup *ah* today's world today's t- lecture is the most interesting thing I know many of us [-] not me many of us in this lecture theatre may not understand what is this World Cup all about [10:44:00] why are countries making so much noise about it and especially girls would think why are these boys so very stupid about this one ball being chased by 22 men I know some of you don't know how many men are in the field also you only see a lot of people making noise in the stadium but you don't know how to count how many people are playing alright so there are 22 people normally who will chase after the ball sometimes the referee sends out many people for fighting with each other then you have less people but generally you need eleven people per team so if any of you have never heard of football in your life this lecture is to make you get aware of football so you find that this FIFA World Cup Korea Japan that's the thing you see everywhere you travel in Beppu you will see the banner like this right on the road side sometimes you buy things now *ah ah ah* you find 2002 FIFA World Cup Korea Japan [10:45:00] is written there Korea is in blue color Japan is in red color does the color have any meaning you must understand but of course yeah I put everybody red because you are all united by the same blood color red red red color right is there anybody who has blue color blood [la] or green color blood I think all of us have red color blood okay so I am just going to go over this

let me start with the introduction then there are some things I haven't put in your lecture outline so you have to listen carefully okay now football is one of the most interesting games in the world what does FIFA stands for it is actually a French word right it simply means Federation of International Football Association if you put it on if you want to put it in English you can call it Federation of International Football or International Federation of Football Associations but this is a French word so if somebody asks you what is FIFA you should know what FIFA stands for [10:46:00] FIFA you cannot say I don't know but anyway I am not going to ask in the exam what is FIFA alright that is not the thing now I want to tell a brief history of how this World Cup came about now some people at the beginning of last century liked football very much so they decided to get together they held the first meeting in Paris I hope you all know wh- where is Paris in Nihongo we call it Pari alright Paris so in Paris they met in 1904 and they felt that they must do something to bring the world together to play every year some football matches its something like you want to form a football club near your world I'm using the word football as it was originally used now some people in English will use soccer because somewhere in the development of the United States you find the word football has come to mean American football where they take and run also so we [10:47:00] will call that as American football but the football that we all know we will call it as football we will not use the word soccer so much in this lecture soccer is another word used in English for a football so at this meeting who are the people who were there you must remember no Malaysian *ah ah umm ah ah* probably no no Japan also right no Nigeria no Ecuador no Senegal alright all these countries are not there in the world at that time they were all colonies so Belgium Denmark France Holland Spain Sweden and Switzerland all of them got together as you see all of them are European countries and they decided *ah* th- that they will have a meeting regularly so in 1924 they had the first football match in 1924 was the year of the Olympics right [10:48:00] as you all know in a few years time Olympics will come to China Beijing and then we will hear Olympics a lot and if I am lecturing in this university then probably

one whole semester I will only talk about Olympics alright so you must tell your friends when they come here be careful of that lecturer Olympics time he is going to give lecture only on Olympics in China and so you find that these *ah ah* seven countries got together and in 1924 was the Olympics in Paris so they organized the first football match not the World Cup football match where everybody played but then while working with these people FIFA felt that the Olympics is not the right people because they felt that Olympics had a lot of politics they wanted football for everyone everyone who wanted to play football they wanted to join them together so they decided this is not the way they should not join Olympics for organizing football matches [10:49:00] so they decided that every four years they will have a World Cup on football where nations will come together as countries and play with each other and and and win the game and they will declare who is the world champion in football so if you read the *ah ah* your your course package there I have put why Uruguay Uruguay is in South *ah* America *ah ah* anyway if you watch the football matches they show the map in in in J- Japanese television they show the map of South America and they will say where is Uruguay Uruguay is playing in this football cup also so Uruguay was the first country to volunteer to organize this of course they had a lot of problems many people did not want to support it it looked as if the first World Cup would fail but thanks to some people Uruguay was able to organize the first World Cup in 1930 in South America [10:50:00] and fortunately Uruguay was the first world champion in the World Cup also that's something important and ever since then everybody who hosts the *ah* the World Cup hopes that their country will become the champion like the last World Cup the 16th World Cup in 1998 was held in France so even though World Cup was started in Paris that was the first time World Cup came back to Paris and all the French people were very very happy about this that the foo- World Cup at last came back to France and more to that you will find that France was the champion of the last World Cup in 1998 and the whole of France became mad for three days the whole night they danced and danced and drank a lot of beer and people who sold beer made a lot of profit and everybody danced in the streets and France [10:51:00] declared a holiday and suddenly France felt they have become the best country in the world I mean the World Cup can make people become so nationalistic so mad and so crazy and people also fall in love not for playing football for dancing in the street because they then only they meet the boyfriend girlfriend they and then they dance better on the street and they many people get married or so after that *ah* whenever the World Cup the country wins so France was very happy in 1998 so you find that *ah* so when you look at the history of the World Cup in the world you find that international soccer or international football is no more just a game it is not a game where one poor ball you know the ball is so poor its being kicked by 22 people -] if you are from outer space if suppose you are from a different planet you know a different world you'll come and see these human beings so stupid so crazy [10:52:00] 22 people kicking after one ball and the poor ball is trying to run away and yet they go and catch it and kick it again and again and again and again that's a very sad thing they will say why is this one living thing football getting beaten up so badly by these 22 people the people from outer space will never understand the crazy behavior of human beings so you find but for our class I want to say that international soccer is not just a game it is not played by only 22 people with a ball you find that whenever this World Cup comes about there is a lot of nationalism in the air you go to Korea now you feel that Korea has become a great nation even though its only South Korea then you come to Japan and in Japan even you find that in Oita like next week we want to declare one week holiday for lectures [10:53:00] so that students can celebrate the three matches next week played in Oita stadium anyway some of us will sleep at home some of us will just walk around APU campus but that's okay but we know that we are celebrating World Cup in Oita so everybody feels very very nationalistic so let me say nationalism and also you find it has become a very important game for countries to get international influence we will see how Korea and Japan try to do this and then you find that World Cup is also very very related to economics and politics when you have World Cup you can sell more Hyundai car to say a country like Ecuador or Nigeria or you can say sell more Toyota car because the World Cup is in Japan every World Cup player gets a free Toyota car whenever you score one goal you get a Toyota car [10:54:00] you don't agree [-] you will be very surprised if if Senegal can become the world champion I think the Senegalese government will give them each probably ten million US dollars as a gift as a cheque and they will get like a great treatment they will be heroes probably they will put statues everywhere in Senegal for these people who played football for Senegal so you must remember there is a lot of economics and politics goes on and who are the leaders of national of football teams not the people who play football people who have many many industries these are *ah ah* company leaders people in business they are the ones who are involved in football so many of you are studying APM you are wasting time studying APM if you are really clever after this World Cup you will try to become a professional football manager [10:55:00] and

run your own football cup who knows you might make millions of dollars foo=-having a football club is one way of becoming a good businessman if you don't want to be suppose you think football not so good its okay have one football club and one badminton club and many other club people are going to become crazy as people become wealthy they need places to spend money and football is one way people like to spend money so why not be intelligent and get the money to yourself so if you are very smart after this lecture you will get together and think how to organize a football club in your life not to play football *ah* in fact girls can become very good managers of football clubs so you can become a very successful businessman just organizing football matches alright so if you are very smart *ah* in 20 years time you can try to get the World Cup to only Oita prefecture [10:56:00] not to Japan only Oita prefecture organize the World Cup if you are smart you can start planning anyway I am just giving idea for business probably there is no course in APU which teaches how to make money from sports people are saying go and work for a company work for Toyota company sell this sell that what about organizing games think about it if you a- if you want my consultancy you can come and see me I will see how many how much percentage I must charge you if you are going to be I know whether you are going to be successful or not if you are going to be successful I better work out my percentage then I also can leave APU and join your football club okay World Cup 2002 is *ah* like for instance if you remember May 31st I I hope many of you listened to my lecture last week and watched the first World Cup between France and Senegal now just an *ah* example of nationalism now when Senegal won one zero [10:57:00] what does it mean now France is a very big country it has gr- great professional football teams many of you know some of their names well Senegal is a very very poor country in a small country in west Africa and in fact Senegal was a colony of France the people of Senegal speak only French an- but they are very very poor and yet you find Senegal such a small country won its former master and all the people in Senegal became very very nationalistic and whether the people of Senegal like their President or not that day they supported their president and so they president also could also safely come out walk in the street shake hands and he said the next day is a public holiday [-] so na- football can create such nationalism among people of Senegal and today Senegal is very very proud in the world that such a small country has produced a giant team [10:58:00] that can beat giant France and of course the poor French people are very very depressed they are waiting for the next game to make sure that they correct this and become the champion again so we will see until the end of this month what will happen to France and what will happen to Senegal and and *ah* so you find and lets think about this World Cup 2002 you find that the World Cup 2002 is the first in many many cases first of all this is the first time 32 countries are playing in the football match 32 teams is very very great number of teams that's why we have so many games everywhere every stadium that is using that we are using we have three matches being played and then you find this is the first World Cup for this century many of us forget that we are in the 21st century right we forget only when we die probably we will [10:59:00] remember that we died in the 21st century anyway all of us here are born in the 20th century anybody born in the 21st century you must be 2 years old and you must be such a clever person to come to my lecture today you must be very very great I can trust you so you find we all are in the 21st century and this is the first World Cup and we all are lucky that we all get to watch football in the real time when Senegal scores the goal we can see the goal now its up whereas all the previous World Cup like I remember all my life I had to watch in the middle of the night or sometimes in the afternoon sometimes like this time I had to stop the lecture and watch during the lecture because they are playing in a different part of the world this is the first time you will get to see the World Cup when you are sitting in front of the screen and in the evening not not any time of the day and then you find this is the first time FIFA has allowed a World Cup [11:00:00] to be organized in Asia again there is a lot of debate later why FIFA for the first time said it is a joint it is a *ah ah* a joint between two countries and not like European or *ah* Latin American or United States where they give only that country because many people feel the FIFA people especially dominated by Europe they feel that Asians are not so good to organize each country by themselves so that's why they forced Japan and Korea to combine together and hold it whereas all the other previous matches before have been organized by only one country like the next one is being organized by Germany alone and so you find of course this is the first World Cup where two countries come together and co-host the tournament so we will see by the end of this lecture and probably by the end of your discussion whether this was a very wise thing or is it going to cause a lot of [11:01:00] heartache for people now having asked al- all these things I want to tell you we are in the Asia Pacific [-] we all the time think probably this football is European invention didn't people in the Asia Pacific think about football sometimes we will ask sometimes I have asked so I did a little bit of searching around and this is what I found in 2nd and 3rd century BC China I mean these are documents *uh* which show that people in China not everybody *yah*

according to the document these must be people in the royal family *yah* they play a game called *suchi* and this is a game where it is a leather ball made of leather and its controlled by the feet and they try to kick it between two poles these are already existing in the 2nd and 3rd century BC then even in Japan 1400 years ago we see documents where the game is called *kemari* [11:02:00] and this *kemari* people used to use their feet only to prevent the ball from hitting the ground as they pass it to each other so if people stand in a circle you hit the ball the ball should be fall should not fall to the ground and in my own lifetime I played a game like this in Malaysia Indonesia and Thailand there is a game called this is a Malay word probably in Thai it is different probably in Javanese its different in southern Philippines its different *sepak thakkro* this is a ball made from bamboo *ah* very thin bamboo and you find that we have like a net ball *ah ah ah ah ah ah* thing and then we have to kick it with feet we cannot use our fingers you can use your head you can use your shoulders any part of the body except your hands and you cannot allow the ball to touch the ground so you find such things using the feet is quite common in Asia Pacific [11:03:00] if anybody doesn't know how to play a game with feet watch Thai kick boxing you know Thai kick boxing Thai kick boxing they use the feet to slap the other person and they can even kill the other person in Thai kick boxing if any of you don't know what is Thai kick boxing please watch it over the anywhere in the internet anyway many of these games that I mentioned probably you can find it in the internet also now lets let me get back after telling about the Asia Pacific and you find that how is the Asia Pacific doing in football now FIFA has al- recognized 203 national teams in the whole world so if you want to know whether your country is recognized by FIFA as having a football team please go to FIFA dot World Cup I think *ah* they show it in all the *ah* all the *ah* stadiums *uh* FIFA dot World Cup I think that's the internet site you can go and see [11:04:00] which is the ranking of your country now I just took some countries for Asia Pacific now from 1993 FIFA has been ranking countries what is their position in the World Cup I mean if two teams fight together what is the ranking of the country some countries since 1993 have moved up become better teams some countries have forgotten about football so if you take Japan in 1993 it was in the 43rd position it has become now the 32nd position in the World Cup list and if you take South Korea from 36 it went down to 40 China from 45 to 50 now you must remember in 1986 Hong Kong beat China in regional games and all over China they literally had riots saying that how can China such a big country lose to a tiny Hong Kong and so after that China has even set up a school [11:05:00] for young people they just play football everyday to produce the national team and that's why you find China is rising very fast in World Cup tournaments and similarly in Thailand from 66 Thailand has improved its position and Indonesia has improved its position from 98 to 92 Malaysia from 75 fallen to 112 it is a nation that has lost football and similarly 61 North Korea has gone down to 126 and Hong Kong from 103 it has gone to 142 this is for some countries in the Asia Pacific right you can go up and look the website and discover to know what is the position and if you are trying to plan a business you want to become a businessman organizing soccer tournaments or football tournaments for the rest of your life read all this carefully you can read less about APU subjects read this more carefully you don't need APU degree to become a football club owner [11:06:00] you have money you can buy a football club then you just bargain you want Ronaldo you get buy *ah* you want David Gui also you can buy him any- anywhere football you buy and sell football players very good business

lets go to the second part why co-host the World Cup now if you look at the history the readings that I have given you you will find that Japan was one of the first countries in fact the first Asian country which *ah ah* in *ah* in No-November 1989 it said it wants to do the World Cup it wants to be the first country in Asia to host the World Cup and they were very very *ah ah* at that time only Japan was able to organize because Japan by that time was considered the second richest nation in the world as you know Japan's economy had become very big in the world and in the entire Asia Japan was the leading economy [11:07:00] and at that time Joao Havelange it's a Brazilian name he was the president of FIFA and he supported Japan quite a lot and Japan felt that with the strong support of the president of FIFA it is no problem to get World Cup to be brought to Japan and then of course *ah ah ah ah* Japan also I mean listening to the president of FIFA organized the under seventeen championship in 1993 to show to the world that it is capable of organizing football tournaments world level football tournaments and also at this point you find that everybody knew that Japan is economically wealthy they won't be stingy they will spend quite a lot of money to organize a good World Cup if it is given and if you look at Japan because [11:08:00] if you look at all the football fields you find that a lot of advertisements you find that they are major sponsors of FIFA three of them were from Japan like Fuji photo film Canon JVC they were already sponsoring FIFA and so Japan Football Association JFA felt that it is no problem since we laid the claim

first and we have started and we are very successful and so they said we will get it but then you find after about 1993 until 1995 those two years this is 1989 somewhere in 1993 and somewhere between *ah* 1993 and 1995 in those two years you find there were three disasters that struck [-] JFA's calculations JFA is Japan Football Association three miscalculations one was the great tragedy at Doha Qatar [11:09:00] Doha is the capital of Qatar now what happened in this tragedy you find that in 1993 October 1993 there was the Asian Football Championship AFC [--] *[writes on the blackboard]* see before you go to the World Cup you must fight the region Asia Africa Europe South America North America and so on so Asian Football Championship was held to select the best teams that would go to the World Cup in United States 1994 World Cup so Japan was playing in that and actually Japan was playing the last game the fifth game in its group right as you know there are about four teams and they all play and it was playing the fifth game and the final game all they had to do and they were actually fighting against Iraq *[writes on the blackboard]* [-] [11:10:00] now Iraq did not actually have a very good team and everybody I mean the team from Japan thought it is easy to beat Iraq something like France thought on the first day it is very easy to beat Senegal *ah* just like *ah* give them 10-0 like that Senegal would be France will get ten goals and Senegal zero and so they all were playing but it never happened so like that everybody I mean Japan Japan's team thought its easy to beat Iraq and go on to the finals but what happened was that [-] like Japan could win 2-1 right Japan scored two goals and Iraq scored one goal and you must remember there was injury time injury time means two three minutes extra and in that time Iraq scored one goal so it became 2-2 so it became a draw and the game ended and that's it you find that once [11:11:00] even though in that group Japan had already beat South Korea right it already had beat South Korea it had already beat North Korea it had won them in a football match but on a goal average South Korea had scored more goals so South Korea and Saudi Arabia got selected for the World Cup and Japan could not qualify for the World Cup because it drew with Iraq on points number of points right he is going to check whether the game with China has started or not *[la]* today the game with China has started so he going to check make sure that's alright so you find that *ah* at once at once that evening itself I think it must have been a party the day Japan lost to qualify for the World Cup in 1993 and South Korea qualified the great Chung Mong Jung of South Korea declared that evening itself that South Korea will also ask to be the host for [11:12:00] 2002 World Cup so that's where Japan's headache started and after that it became a really *ah ah* a challenge for *ah* Japan now I want to tell about Mr. Chung Mong Jung now he is a very great person I hope some of you will read about him in the internet he has also written a book in Nihongo what I want to tell the Japanese he wants to tell something to the Japanese people he has written in Nihongo what I want to tell the Japanese so please read this book if you can and Chung Mong Jung he is the sixth son of the founder of the Hyundai group now the Hyundai group is not a small chicken burger group if you are in Korea Hyundai is a big industry now he is the sixth son of the founder of the Hyundai group he is not an ordinary person *uh* so I hope one day he will come to APU and tell what I want to tell APU students okay so he is the [11:13:00] sixth son and you find that he was born in 1952 and he studied economics at Seoul University so when he studied at Seoul University some professor must have told him you better take up football club right just like I am telling you today take up a football club don't sit here and waste your time for an A+ think about a football club and then he was also the president of Hyundai heavy industries I mean he was already a very successful person business leader and you find that he was also an independent member to the Korean parliament he was also elected to the parliament and you find that he became in 1993 January the Koreans were very smart they made him the president of the Korean Football Association and so at the end of the year itself he declared Korea will host the the World Cup see he is a very very clever man [11:14:00] he knows what he wants in life he doesn't waist time he is not interested in the football *uh* he is interested in Korea and industry and so and then in May 1994 the following year there was an election held in Kuala Lumpur to elect the vice president of FIFA there are four or five vice presidents and Japan also competed to be elected to be one of the vice presidents but unfortunately Japan could not win and Chun Mong Jung got elected as one of the vice presidents that means he joins the 21 member committee of FIFA 21 members and the minute you are the vice president sitting there you know you can talk to many people you can say please support Korea don't support Japan Japanese are very bad people anyway he he was very successful Chon Mong Jung because he rose by 1994 he became so prominent in Korea and in football and in the world of FIFA [11:15:00] you find that Chun Mong Jung had a very important factor in making sure that Japan did not become the total host for the World Cup then Havelange now Havelange is a very very interesting man he was the first non European to beat the European people in FIFA to become the president and the minute he became the president he knew that the world has changed Europe is no more the centre of world's economic activity

he knew that United States and Asia Pacific is every very important so when he came to Asia Pacific he knew Japan was the leading economy and United States was the leading economy it was under his presidentship that he introduced a lot of new things for soccer he introduced youth championship under 20 then *ah* he also that is the youth seventeen some of you might have played *uh* and then he brought a lot of companies to sponsor FIFA and he tried to focus on USA and East Asia so that is why in 1994 United states hosted the World Cup [11:16:00] and 2002 he wanted Japan to host it but then you find as time passed his everybody began to challenge his presidentship they said he became a dictator and as a dictator he must be removed as president of FIFA and because Japan was very close to Havelange they said denying Japan the right to host the World Cup is one way of hitting at Havelange so in the fight to bring down Havelange Japan also lost the chance to be the *ah ah* the country that can host everything so actually when lost finally as president when he was removed everybody said that's the end democracy has come back to FIFA

and then I want to talk to you [11:17:00] about what happened before the decision to co host a World Cup was declared and after it was it was allowed [-] now once *ah* Korea said they also want to host World Cup and Japan also wanted to host World Cup now each country organized a national *ah ah ah ah* sort of committee which will go around the world and campaign the 21 members [*points at the blackboard*] to convince them so they will support either Japan or Korea now whatever is in red color here is what the Koreans *ah ah ah* said about Japan bad things *uh* and whatever is in blue color is what Japanese committee said about Korea so what is the criticism both Japan and Korea gave a lot of gifts and invitations to them so if you are member of FIFA and you come to Tokyo airport Narita airport [11:18:00] you get a special car probably and then probably they deliver a car to your home wherever you are in the world free car also then you get first class hotel suppose your son wants to study in APU he gets scholarship also no problem the company gives scholarships you get one company in Japan to gives scholarships send to APU so gifts and invitations until *ah ah* everybody said this is becoming too much because the same 21 people they take money from Korea they take money from Japan after sometime it becomes a problem whom to support because everybody is giving you gifts everybody is giving you good hotel good food so you must become member of the FIFA team FIFA board then your life is very good you know for four years you enjoy a very good life anyway and then *ah* Japan said look we have superior technology and infrastructure like the 3D *ah* cameras for instance and whereas Korea said look at Japan Japan's war time activities are very bad we should not support Japan [11:19:00] because there are many countries in the world which are talking about human rights so Korea used this against *ah ah ah* Japan and Japan said they have the most modern transportation network so you find that Korea for instance in 1994 and 1995 they took a tour like *ah ah ah ah ah* the the president of *ah* Korea football association he took a tour they visited 34 countries in 133 days telling all the leaders you must support Korea and when when when the Hyundai leader goes that means business also goes *uh* he says Korea will give you so much commission you please support us in football so you find that there is no more football they are not talking about the ball they're talking about business they're talking about politics and in 1995 they visited 35 countries to convince them because you must remember there are 201 national teams and so you find a- a- and the Koreans said Japan started the J league very late [11:20:00] whereas the K league has been there very very long K league is the Korea league professional foot cup *uh* football and the Koreans also did a survey and they said only 29 percent of the people wanted World Cup whereas in Korea how many 85 percent of the people love World Cup so you please put the World Cup in Korea so like this they went on for debating and a lot of money exchanged hands there is corruption bribery *uh* you must remember corruption bribery a lot of money exchanged hands I think they sent spent something like 83 million US dollars each of them trying to buy people to support them that is so far you can read and find out then after that everybody became worried [-] what if we give Japan [-] Korea people in Korea will get upset what if we give only Korea people in Japan will get upset like for instance if Korea has got the World Cup then Japan Football Association is closed I think the people in Japan [11:21:00] especially who love football they will go and kill the chairman of the JFA for losing it such hatred *uh* against JFA for not being so effective then the political problems in Japan like for instance even in Oita the governor has invested so much money in building the stadium they are only playing three matches many people in Oita are quite angry you put so much money how much money are we getting back we have lost so much money in every prefecture in Japan the governors are in political danger so you find that if anything goes wrong all these people who took money from Japan also in trouble [*points at Blackboard*] because the JFA will say all these people took bribery from us problem a lot of problem and then you find that the Japanese people will say that the Koreans are

very very smart we must hate Koreans so rise in anti-Korean feeling and suppose Korea had lost Korea Koreans would say the Japanese are always trying to undermine us [11:22:00] you see even in football they cheated us really so anti-Japanese feeling so in order to avoid all that FIFA decided to give them co hosting but then after FIFA decided so many problems came to the front Japan and Korea are not the same even though they are neighbors they have different languages they have different currencies different money you cannot of course you can use yen to buy in the Seoul airport right but but you cannot use it very much and then they have no history of cooperation between the police and the security and immigration all these has to be done so in order to avoid all this problem FIFA established a committee called the Japan Korea Soccer Group in July 1996 now the minute they established this they have so many Koreans in the committee so many Japanese in the committee now the the quarrel started how can you name the event should it be Japan-Korea should it be football Korea Japan football Japan says [11:23:00] J comes first K comes next but then Koreans say in French Korea is written as C [*writes on the Blackboard*] really interesting problem so finally they say okay we allow Korea because under French K comes after Japan but C comes before J so Korea Japan see a simple thing like that so when you see Korea-Japan *ah ah ah ah* World Cup you cannot take this for granted many people quarrel this and between *ah ah* Seoul and Tokyo many people flying many times just to settle this problem just this name *uh* and then venue and schedule times so finally after much fighting they decided okay we will have the closing match in Japan but the first match and the two semi finals must be in Korea [11:24:00] Japan said okay since *ah ah* JFA thought that they had already lost the chance to host World Cup totally they said alright we will give it then they had a lot of quarrels on the venue and time schedules then same thing with media and broadcasting you must remember television stations can make a lot of money NHK can make a lot of money just by broadcasting these things so then they also there then they have to decide which teams must play where because you must remember when France plays more tickets are sold [-] when some other countries play three thousand seats are empty in the stadium nobody goes there to even watch the game you all know that then the same thing ceremonies *ah ah ah ah ah* then the important this is the mascot like if you take the mascot finally FIFA came up with three mascots now this mascots are a very very interesting issues what is this mascot so finally when they decided the name they said okay after this debate they put Korea Japan now the mascot [11:25:00] I haven't brought the picture here but you can see it in the internet it's a three cartoon figures actually *ah* it shows the middle one is supposed to be a coach and the other two are supposed to be players *uh* now one of the *ah ah ah ah ah* mascot is called Ato and the other one is called Kaz the one in the middle is called Nick now the people in Korea some of them said this Ato is similar to Atom all the Japanese children know this cartoon figure Atom you know that how many of you never watched Atom in your life [--] never all my Nihon-jin friends never watch Ato Ato I watch Atom [-] alright and then this Kaz name is something very close to Muirakazuyoshi the Koreans said this cannot be the thing all these names are Japanese names but anyway finally they said okay we will we will have Ato Kaz and Nik as the coach you must read these about this debate and then the same thing with the ticket allocation you know *ah* this time what whoever sells ticket they can keep the money so like Oita can keep the money for the ticket they sell but then the FIFA gave fifty-fifty now Japan has three times the population of Korea three times there is one Korean there are three Japanese and all the tickets in Japan got sold off faster whereas in Korea they reduced the ticket to get more people to buy and that became a issue of quarrel between the two countries Japan said how can they charge lower price and so on in fact Japan wanted more allocation anyway this is another debate and another important thing is opening ceremony according to FIFA rule whenever there is a opening ceremony the head of the country must attend the ceremony that means that the emperor of Japan must go to Korea and attend on May 31st but of course as you know in Japan the government cannot tell the emperor what to do so anyway the imperial household said the emperor will decide [11:27:00] to visit Korea only in 2003 or 2004 so the emperor did not go so but the first time it was raised the Koreans said the emperor cannot come to Korea because all the Koreans will protest in the streets saying that during the Second World War the Japanese army killed too many Koreans anyway I think in this case the emperor was more magnanimous and said he is not interested in football he was planting trees on that day *ah* as you all know

anyway so you find conclusion so football is a good way to promote and direct nationalism I I think this is very good the co-hosting instead of Japan and Korea sending missiles across each other they can quarrel and still work together so in this way you find the World Cup has been able to direct Korean nationalism and Japanese nationalism to chase after one ball and spend a lot of money buying beer dancing sitting in the stadium taking trains buses its good its very [11:28:00] constructive and if you go to Europe you will

find the western countries have been pacified they have been made peaceful by this football every weekend people in Europe just watch football they are crazy they dance in the street they drink but that is a good way of keeping violence off the street and keeping football so just like in Western countries where countries have been pacified probably football may pacify between Korea and Japan and China North Korea all of them may work together because of football and so you find that it can actually promote very constructive social progress that is what I told my friends from Nepal that day instead of fighting the Maoists why can't you organize a soccer tournament a football tournament ask the Maoists to send football teams and then the Nepalese army also sends football teams whoever wins the football team get a gold cup and straight away everybody will stop fighting [11:29:00] so I hope everybody who has a problem at home please tell your countries to organize more football clubs and more football tournaments now even though the older generations in Japan and Korea have been quarrelling on all these things you'll find the younger people are able to enjoy together so young Japanese travel to Korea to watch the soccer then they take the next plane to watch *ah ah* thing and then you find *ah* this whether the Japan and Korea love each other or not this World Cup has forced them to work together it is something like two neighbors they hate each other but then the daughter and the son have fallen in love they have now have to have the wedding so now they having the big festival World Cup and whether Japan and *ah* Korea leaders like each other or not they are working together to show the world that they can work and as a result you find people talk to each other and you can have political peace [11:30:00] and what are the benefits for Asia Pacific like this can continue this World Cup probably the more people in the Asia Pacific will stop fighting and they will all take up football first within the districts within the *ah* country then between the countries and between regions and people will work together even though they shout at each other in the football fields they have to drink the same beer Kirin beer right Kirin is the only one company so you find and this has also opened the chance that there can be more co-hosting like Singapore Malaysia Indonesia Thailand may want to co-host *ah ah* next World Cup or the not next World Cup next World Cup is going to be in Germany after that South Africa I think and so you find football is no longer a game in which 22 men chase after a ball while millions eat dance drink and shout and spend money and anyway before I finish today all the countries in East Asia are playing football [11:31:00] China is playing football south Korea is playing football Japan is playing football so please watch all the three matches from I think two thirty today okay so good luck go to your discussion see you all next time

APPENDIX 4: Transcript of Lecture 4 (Lecturer B)

Lecture Title: Language Diversity in the Asia Pacific

Location: Ritsumeikan Asia Pacific University

Date: 2002.5.7

Time: 10:38 – 11:28 (50 minutes)

Key:

[.] pause of one second

[--] pause of two seconds etc.

[#] long pauses of more than three seconds

[la] laughter

[10:38:33] video counter time

[10:38:33] okay now *ah* today *ah* some announcements first today we start the class discussion if you haven't gone into the Web CT and you don't know which group you belong to which classroom you must go to don't come and ask me after the class you just sit where you are seated go and find out after the class alright [--] people are still talking they are not keeping quiet [10:39:00] [#45 secs] I will come to you and tell you to stop talking alright we must always be ten thirty-five you must stop talking we must start the lecture right next time if I see you talking I am going to come to you and say stop talking so please don't let me do it every week then you'll become [10:40:00] very famous I know your name I know your id and I will take away thirty marks alright so please don't do that again now lets listen to the lecture today

ah today we are going to talk on a very interesting topic many of you *ah* who are born and brought up in Japan for you this will be a very very new topic because *ah* you'll not understand that how do people live with so many languages in their country and sometimes in one family people can talk many languages and coming from different language background so today we are going to talk about the language diversity in the Asia Pacific and how people are trying to solve this problem

[.] now many of us never think about language until this lecture we find that language and culture are very very related in fact you cannot be a human being if you don't have a language [.] that doesn't mean people who cannot speak [10:41:00] don't use a language as you know they use hand language alright even hand language is a language and so you find for human beings without language it is very very difficult to be human but of course if you watch *ah* television programs you find that even elephants have language if you if you find a pack of elephants you find that the oldest female is a really an encyclopedia in fact all the other elephants follow the oldest female they know where food is available where trees are located and everything so almost every living thing has some form of communication with each other but human beings are very very unique like for instance we don't know who invented the English language we generally think the English people invented the English language but of course if you ask the English people they will say the Normans invented it and the Scotts will not like the English so the Scottish may say somebody else invented the language but today we are using English language [10:42:00] to learn and many of the things that we are learning today in the lecture its not something I I made it or you made it somebody else made it so it is through the language that we are learning how does one become Japanese in Japan through the Japanese language not through sushi not by eating food it is through the Japanese language the language that your mother spoke to you your grandfather spoke to you and the older generation you go to a Japanese cemetery [.] like one thousand years ago somebody died how are they communicating to you of course some of us are very good we can communicate with spirits right we have all the ghosts and spirits sitting in this lecture theatre some of us can see but some of us I cannot see but then you find that we use language to transmit our culture [.] and if you remember many things like what say our great grandparents did or what the Meiji [10:43:00] emperor did one hundred years ago more than one hundred years ago you find that it is through language that we transmit our culture many a time when we learn Asia pacific management we forget that language is very important [.] without language you cannot make profit can anybody has anyone made profit by not speaking a word [.] very few people unless you are the most powerful emperor then you show one finger one head gone you

show ten fingers ten heads gone but even that is a language you know the minute the one finger comes up your head is going next alright but anyway so you find language is both a part of our culture without language we cannot learn even the computer operates on a language if you all know if you don't know this language you cannot access a computer same thing between human beings most of the time we don't understand each other because we don't understand the language we are speaking yes I am speaking in English to you [10:44:00] like many a time I say please keep quiet but the person listening doesn't understand even though the person knows please keep quiet so I have to go nearby and say please keep quiet then the language becomes clearer so you find that language is a part of our culture and it is through language that we can transmit many things like many of us if you want to know our- ourselves suppose you want to tell somebody one thousand years later that you were in APU what is the best way you can do is to write a book [-] write a book and make sure saying that anybody who reads this book will get one million yen and then you find that everybody will read the book and then you can even have an examination in APU anybody who can read the book and answer questions will get one million yen scholarship then you will find that every APU student will read your book so think about it probably when you make a lot of money you can make people read your life history [10:45:00] how you suffered in this class or APU or whatever you did

so lets go on this is about the importance of language and you find that if you look at the language diversity in Asia Asia is a fantastic place I mean same thing with Africa because our course is *ah* limited to Asia Pacific so I'm only talking about Asia and what is relevant of course if you take Africa if you take Latin America *ah* even you take Europe the language diversity is immense so you find in Asia alone we have something like 1500 spoken languages I don't think any of us here know more than probably four languages I know only properly about four languages probably some of our students from Africa might know ten languages because they use ten languages everyday in their life but probably if you are from the heartland of Japan probably you know only Nihongo and then some English because you are forced in APU [10:46:00] to study level three English and come to this class after this class you don't want to speak anymore English its alright no problem so but then all over Asia 1500 languages we take India alone it has 845 languages if you take Indonesia because all of us from Japan love to go to Bali it has 300 spoken languages now this is really immense issue language diversity in Asia Pacific is very very important for people who want to make money so if you want to make money you better know the language of the place before you set up a business if you don't know then you have to hire an expert probably APU you will find many students who know the languages now we can classify languages when we classify languages we cannot say any language is superior or inferior all languages are very important to the [10:47:00] people who use it for some of us we will say what is the use of studying say Vietnamese because Vietnam is still a poor country that is not important in Vietnam for Vietnamese people Vietnamese is very very important language it is probably the most important language for them so similarly anywhere in the world any spoken language is very important for the people who keep it so if you talk about the many ways of putting languages together genetic relationship one this is to say they belong to the same family so if we take Vietnamese Khmer I mean there are some students from Kampuchea here they all belong to what is called Austro-Asiatic family its a family and another way you look at a language is by types I mean this is very simple you don't have to learn for the exam just remember if somebody you can make a one hundred thousand yen by telling somebody this make a profit if not forget it you can make languages into [10:48:00] SVO that is subject verb object like Thai Khmer Malay languages have this point so if you have a if you want to speak I go to school right so there is a subject I go is verb object is school right so and there is also verb subject object like for instances Philippines languages are something like that you put the verb first then the subject and then *ah* object and then we can also classify languages by the areas like we use the term South East Asian languages [-] or we use the word South Asian languages South Asian languages will be from Sri Lanka Bangladesh India Nepal Afghanistan Pakistan or even portions of Tibet will be all South Asian languages and then we have minority languages now the term minority must be carefully used you might be a minority in a country but you will be a [10:49:00] majority in a different country like in the last lecture I said Mongols [-] people who speak Mongolian languages are minority in China but in Mongolia Mongolians are the majority right so it doesn't mean [-] when you say a language is a minority it is a it is a useless language so Japanese is a minority language in Singapore only about three thousand or four thousand students study Nihongo in Singapore but in Japan Japanese is a majority language everything's in Japan even the birds in Japan use only Nihongo you know that anybody who has heard any birds speaking in English in Japan [-] my dog understands only English he is

now only learning Nihongo I've taught him I've taught him *korewa* come here so when he gets lost people say *korewa* and he knows come here something like that right so like that but otherwise [10:50:00] he understands Malay some Chinese some English and a lot of Tamil that's all my dog understands my dog is learning Nihongo now you know I hope you know what is a dog right [la] if anybody doesn't know what is a dog ask *ah* an English language class and they will show you a dog there are many types of dogs as you know right many types of dogs not many races of dogs many types of dogs so minority doesn't mean the language is useless so take Mandarin for instance if you go to China if you go to a school in China if you go to a government *ah* any government department in China you have to use Mandarin of course in different parts of China the spoken language may be different but if you come to Malaysia [#] like if you go to Malaysia in Malaysia for instance it is a minority language because the government doesn't promote it as the language of the government in Singapore it will be one of the four official languages [10:51:00] of Singapore so let us use one of the classification like let's use the classification what we say genetic classification of languages now what does this mean this means languages must share some features that is the root word that must be similar like the word for mother must be similar in all those languages if you look at languages there will be some root word same thing like father that is a root word *ah* and then languages must have a common ancestor somewhere millions of years ago they must have a common ancestor now all the languages in Asia can be classified as belonging to these languages like Austro-Asiatic like Vietnamese is Austro-Asiatic for instance Austronesian like Dravidian if you don't know what is a *ah* Dravidian family of languages I speak a Dravidian language [10:52:00] [*writes on the blackboard*] like in Singapore we have this language as our school language so I speak this is a Dravidian language and somehow or other some Japanese scholars say this language and Japanese is related very very ancient times I don't know how but probably you can ask Ohashi sensei or some other *ah* language experts in this university then we have Indo-European languages like Hindi the national language of India or Sanskrit then Sino-Tibetan then you have Thai-Kadai this is the Thai group of languages then Ultra-Altic if you go into the Russian land for instance you'll come across this Ural-Altic Ural is a mountain that separates supposed to separate Europe and Asia right Ural is a mountain range find out from the atlas what is Ural so you we have many many languages like this and you can decide which group your own language belongs to [10:53:00] so you can go home today and ask yourself which group of languages is your language located in that doesn't mean they don't have similarities there will be similarities probably all over the world people call their mother mother but then I come to Japan and they call their mother father *chichi* and *haha* so I'm thinking where does *chichi* and *haha* come from anyway that's alright you think about it and then let's the most important thing is not knowing what these languages all are about this family of languages Dravidian all this is unimportant what is important is that languages must have some use if not its of no use like for instance why are we not learning in this lecture Ainu language [*writes on the blackboard*] why is this lecture not in Ainu after all Ainu is a language of Japan but why are we not using Ainu to learn this lecture because of its function in Japanese society [10:54:00] it is not used widely

so let's say many languages you find that if you take any language there's a there will be many many languages within them like many a time we use the word Chinese [*writes on the blackboard*] [--] I learn Chinese [*writes on the blackboard*] is Chinese a language if you say you are Chinese it has many many languages within that sometimes you say I learn Japanese is Japanese one language or many languages you must ask so within Japanese you go to different parts of Japan you speak differently but of course many languages can have a common script like like you go all over China you write only in one script but then you find they can have many many spoken varieties like English for instance there is Canadian English there is Singapore English there is Japanese English depends Australian English probably *ah ah ah ah* a real British English may not be understood [10:55:00] by Australians who who never went to say an English school and probably going from Singapore going from Japan you will never understand the English in America it will take you sometime unless you know Michael Jackson very well you know Michael Jackson anybody doesn't know Michael Jackson Michael Jackson was my brother [la] he went to America to sing songs I came to Japan to teach sociology anyways this is just a joke just to make you ask yourself who is Michael Jackson if not you must see - spi - see Spiderman you know Spiderman its the most popular film this week in America and *ah* you must all of you must watch Scorpion King now the second last week Scorpion King was the first this week it has become second anyway so you find both if you take English or Japanese there are many many differences within that language and languages can have many functions it can be just a [10:56:00] national language nothing else people use it or it can be a

language of education like in like in APU two languages are important for education Nihongo and Eigo two languages of course there are many students who learn another five types of Asia Pacific languages then religious languages some languages are only used for religion like if you are a Buddhist [-] for instance you would know this language called [*writes on the blackboard*] Pali right many of the Buddhist ancient text are written only in that language if you want to be a Hindu scholar [*writes on the blackboard*] then you must know Sanskrit these language are dead now except the scholars if you want to know the Christianity more older forms of Christianity [*writes on the blackboard*] then you must know Latin these languages are not spoken by everybody nowadays they are only religious languages so if you go to Kyoto to attend a Buddhist university then there [10:57:00] you will learn something about Pali or in Thailand or in Sri Lanka or in wherever they teach Buddhism Pali is a very important language but of course it is a very rich language but nobody uses it for say buying hand phone nowadays you cannot go and ask in Pali can I get a hand phone its not that they won't have the word but its not used but if you want to talk to God probably these languages are very ancient so when you send a space probe right suppose you send a space vehicle across the universe probably in the space vehicle you cannot use English because the people out there in the world may not know English English is a very modern very young language probably four hundred to five hundred years old only only in the last three hundred years English has become so common and only in the last fifty years we all have to learn English including myself so probably in your space you must send people who can speak in Pali or Sanskrit [10:58:00] or Latin or some aspect of probably send some Chinese character also and some Egyptian calligraphs also then people may understand you must remember these languages are very old we are very very modern even Nihongo is very very young very young and then we have international languages like we will say like English is an international language today and so all languages may not have equal function in a society because in any one society you will have only one standard language like China has many languages but only Mandarin is used [-] in the school system in the radio and television and for all official documents if you want to go to Beijing and conduct a discussion you must know mandarin ah ah of course they have translators from English to Mandarin but if you know Mandarin probably you can speak things better and of course ah you find that ah [10:59:00] whenever we talk about a a standard language generally you find a standard language is accepted as the most correct form like in Japan when I learn Japanese I only learn the Tokyo dialect I cannot learn the Kyushu dialect nobody will teach me Kyushu dialect so when I speak in Nihongo to my to my bus driver or to the attendant you find I can only use Tokyo dialect that's the standard form then generally languages must have a long history of course some languages have very short history that's okay and it must be prestigious respectable and generally this standard language is important in government in the school and in the media media meaning the television and the radio and all these things and you find that many countries have a national language of course in Japan you don't talk about a national language in Japan only Japanese is a language you don't have to have a national language in Japan but in many countries [11:00:00] you have a national language because they have so many languages and in some countries they will have many national languages just one national language many national languages and you find that in most countries the standard language will become the national language like for instance in Thailand they have sixty languages and only standard Thai has become the national language so if you are learning the Thai language here you are only learning the standard language if you want to do a research in Thailand then when you go to Thailand you must learn the local Thai language only then can you speak to the local Thai people of course you can speak to the school kid [--] alright you can you can sp- speak to the school kid because in the school they would only teach standard Thai but at home they will speak a different language and how many Japanese languages are there of course in the school they don't tell you they only teach you the Tokyo dialect and you leave the school [11:01:00] seeing that that's the standard Japanese then when you go home you speak to your grandparents they speak a different Japanese but then you say its okay we just learn it because I have to speak to my grandparents [-] and you find that ah there are quite a number of well known languages in Asia Pacific like for instance all of us who know about Philippines we think Filipino is the national language but then what we don't know is that Filipino is based on Tagalog like last lecture I said what are the languages that are used in a in a Philippines like Bahasa Indonesian we can learn this language in APU but it is generally based on Malay then Japanese Mandarin Korean all these are well known languages in the Asia Pacific and of course some countries have more than one official language like take India India has fifteen official languages so if you go to different parts of India you must be able to speak [11:02:00] that particular official language if not you cannot really speak to the school children you cannot speak to the chief minister or the governor and so on like if you take Singapore you have four official languages in

Singapore and in some countries you find the national language is not fully used they say that it is their national language but not everybody uses the national language like lets see some examples like India Hindi is supposed to be the national language of India but then all over India if you go there will be many people from India who never use Hindi at all in their lifetime they will use their own regional language and probably they are very good in their national language so if you meet a professor from India in Tokyo University for instance he will tell you I don't know any Hindi probably I know Hindi just like I know probably he knows more Japanese than Hindi he will speak in some other official languages of India if you take the Philippines you have the Tagalog [11:03:00] but then many Filipinos use English Spanish Tagalog also [-] then if you take Malaysia Malay Bahasa Malaysia is the national language but then English is used everywhere if you go from Japan you can use English very well to go from one place to another place people in Malaysia are quite happy to speak to you in English if you don't know Malay then in Singapore Malay is the national language but many Singaporeans don't know Malay especially if they are not Malays so after they come to APU then they studying Malay in our language program because in Singapore you never learn Malay even though Malay is the national language why because in Singapore everybody uses English to learn and talk to each other though they know their own languages like Mandarin Malay or Tamil which is an official language so you find there are countries where there can be many national languages and its quite different [11:04:00] and you find that languages play a very important part in education in fact in many countries a lot of the problems lies with which language is in education in Japan its alright probably only the Ainu people find it very difficult to learn Nihongo but the rest of the Japanese people its okay they have to learn many Japanese school children they learn very very *ah* a lot of kanji and they forget it later of course as you know many of you have forgotten all the kanji you learnt you only remember the kanji that you need for going from one place to another place and you find that like in India for instance they have many regional languages for primary and secondary education and then they try to use English for teaching science and technology see if you are learning engineering in India generally the students learn it in English not in their regional languages then if you take Philippines they use they teach Filipino [11:05:00] in the primary and secondary school system but when they go to the *ah* university level they all begin to use more and more English and less of Filipino even though Filipino can be used if you take Indonesia for instance Indonesia has eight languages right eight languages so the first three years primary one primary two primary three they learn their own regional language then after that they learn everything in Bahasa Indonesia so if you speak to any Indonesian here generally they may know two languages Bahasa Indonesia and their own language so this is very very important then what about religious languages but if you take like Pali is an Indian language *huh* Pali is an Indian language Sanskrit is an Indian language so you find that all the languages in India are also religious languages you don't have to learn Sanskrit to know about religions in India you can learn it in any language and similarly if you go to Buddhist Thailand if you want to talk about Buddhism [11:06:00] you must know Thai of course if you know Pali many Thai *ah* Buddhist *ah* scholars they know Pali also they can speak to you in Pali then what is the religious language of Japan [#] you must ask yourselves so if you when you when you pray to *kami* everyday *kami* meaning God *huh* deity what language do you pray to probably *kami* the God understands the Nihongo also went to APU and studied Nihongo so what happens so then international language in the Asia pacific when people come together like in APU the first thing they use is English [-] why why are we not using Japanese as a regional language why are we not using Mandarin in fact as a as a regional language why not Malay of course *ah* many people in the Asia pacific will say Japanese and Mandarin a lot of *kanji* to learn very difficult so some people in Japan say that Japanese should be used [11:07:00] should be written in English Romanized alright Romaji don't use the *kanji* characters anymore they say just use the *Romaji* characters to teach Japanese then its easier for other people to learn Japanese and it is also easier for Japanese school children to learn Japanese because many Japanese school children struggle a lot to learn to learn *kanji* and then they cannot learn everything also they can learn about a thousand eight hundred fifty words they stop there and after that they don't want to learn anymore *kanji* so when you want to use *kanji* you must use all the time *hiragana* to explain what the *kanji* character means very interesting so many Japanese scholars think that it is better for Japan to use *Romaji* characters so that children and non Japanese learn Japanese easier but anyway this is a big big debate and nobody knows whether Japanese scholars Japanese professors will ever give up *kanji* characters because I think [11:08:00] Japanese professors like to keep very secret so *kanji* is one way of keeping things secret not many people understand

and then you what about *ah* how do when you have many many languages how do you make a nation right like take Indonesia many many languages how did they become a nation take Singapore how did they become a nation and you find that all the countries in the Asia Pacific are affected by colonialism so I've given Myanmar Thailand Laos Malaysia Brunei Darussalam Singapore Indonesia was ruled by Holland Dutch *ah* East Timor Portugal in fact nowadays in East Timor there is a big debate should they make Portuguese the language or should they keep Bahasa Indonesia as the language or should they keep another language they call it I think its Tieun [*# writes on the Blackboard*] I am not sure of the spelling [11:09:00] but it is called Tieun its a mixture and there *ah* in East Timor there is a big debate now which language to make it as the national language and the school language and they don't know whether they should switch to English all all the while because when they were ruled by Portugal they learnt Portuguese then Indonesia ruled them for almost twenty five years now all the young people in East Timor only speak Bahasa Indonesia and now but they want to become independent they don't know whether they should switch to English because by learning English they can become more international so this is a big problem now in East Timor then the Philippines you find that all the countries in South East Asia were occupied by Japan during the second world war many people learned Japanese during the second world war like my grandmother knew a few words to speak to Japanese soldiers in Singapore alright so many people learnt like if you go to Taiwan and South Korea many people the older people [11:10:00] they can speak Japanese very well in fact many of them have studied in Japanese universities so you find that all these things have happened it's all about language but then after the world war many countries became independent like Malaysia became independent Indonesian became independent Vietnam became independent all of them became independent and all of them wanted to become a nation and this is what we call a nation building and in trying to create a nation they have to create a community that is a group of people who can believe that a country is possible so if you go to Indonesia Indonesia as I told you they speak about three hundred languages now how do you create a nation out of people who speak three hundred languages so all the countries used language policy to create a nation now let us try to understand what is the meaning of political community and what is the meaning of language policy [-] [11:11:00] now in trying to create a political community or a nation there are many things that the countries try to do they try to make the people identify with the country now this may be easy you get very small children like all of us have done that very small children every morning give them the Japanese flag and sing Japanese song then you become you feel you are in Japan now probably after the Second World War in Japan you don't do that but in Singapore for instance even the small children going to kindergarten every morning they stand together and the Singapore flag is put on the board by the school teacher and then they sing the song Singapore song and then they sit down same thing in Indonesia so you can through education you can make people identify with the country now sharing responsibility yes everybody likes to be in Japan but tomorrow if there is a war [11:12:00] who has to fight for Japan like in countries like Singapore Taiwan South Korea they make sure everybody who is a citizen must go for national service [*writes on the blackboard*] [--] that is for about two years in our life we go and become a soldier we learn how to fight a war if there is a war tomorrow so in many countries they ask you to share responsibility but in Japan one way you share responsibility is by paying taxes so after this class if you go to the cafeteria when you buy food there is a tax right there is a tax you pay and that is you are sharing responsibility to keep Japan a very nice place so that the policeman will come to you the ambulance will come to you hospitals will operate the roads are there that is sharing responsibility then accept government authority we all know the laws [11:13:00] then we also use language to to exchange information and also *ah ah* economic exchange like for instance if you go to the shop and you take out a dollar and say this is my dollar note you don't want to use Yen of course if it is US dollar the Japanese shopkeeper will take suppose you take say I am from Ghana this is Ghana note I will only use Ghana note in Japan nobody will sell you anything nobody will buy anything imagine if you go today go home today take a lot of papers and write this is your currency right your own money you have created money and then you go around saying I'll pay for you with this I'll pay for you with that now that will be a problem so that is why we have for economic exchange we all accept the Yen in Japan imagine if we all carried different different money and say this is what I pay today you go the cafeteria and say I don't care [11:14:00] you give me rice I pay you in my country currency now the the cafeteria person will become mad they don't know what to do half the student body in Japan or APU wanting to use some other currency not Yen it's a problem anyway of course we must obey the laws when we have languages we reduce the cost of governing like you don't know in APU it is quite a problem every time in APU to have Nihongo and English two information imagine we go and put in ten languages or three hundred languages if you go to

Papua New Guinea imagine you have to put in six hundred languages my goodness the government cannot run not enough paper not enough computer space how do you put all the information how do you put all the information in one computer and of course by the language policy you can overcome ethnic pluralism [-] and then of course whenever they have language policy [11:15:00] there are many things that they have to decide like in Papua New Guinea for instance and what is the indigenous language and what is a foreign language probably in Papua New Guinea they feel use English easier like in the case of Indonesia they have three hundred languages so they decided okay we just use Bahasa Indonesia to to educate to run the government and so on in Singapore they had four official languages so they decided lets use English for education and the government but in Malaysia they said we have many languages may be best to use Malay and then the language of education the language of government language of language of communication so when the Prime Minister speaks to the country in Japan like Koizumi speaks to people in Japan suppose he uses English what will happen to him he must only use Nihongo to speak in Japan but of course if he goes to *ah ah ah ah* China and uses only Nihongo to speak to the people in China [11:16:00] it's a problem for you but of course he gets a translator to translate but if he can speak Mandarin people in China will love him very much people will say this Koizumi is a great Prime Minister actually he loves China but he still goes to the shrine every year you know the famous shrine he goes every year he is a famous person so with this you find there are many many types of language policies some countries say we use only one language some countries use one language and they say we can also use other languages right like in Japan slowly and steadily in Japan everywhere you find English being put into small words you go into any railway station any *eki* you find there is an English word somewhere saying that what is the station name *ah* because of the World Cup all over Oita Prefecture in Osaka more and more English is being used so that people who come into Japan will understand what is happening [11:17:00] and then of course in many countries they have two or more languages with equal status like lets take APU we have English and Nihongo as equal languages being used in the campus lets see some countries like you can read all these things like Thailand for instance they use a standard Thai even though there are sixty types of Thai languages they use standard Thai and what about the ethnic Chinese in Thailand they are considered foreigners in Thailand not local people so you find in Thailand [##] [*loses mic volume*] okay so in Thailand what they did in order to create national unity is to make all Chinese [11:18:00] use only Thai names so even if you meet a Thai friend who says yes my grandparents are Chinese but you find them having only Thai names and so in Thailand the Chinese were encouraged to marry Thai women become Buddhists not become Christians and use Thai in home and business so like this they can create national unity like that and you find that same thing in Malaysia right Malaysia you'll find you have Malays Chinese and Indians and yet you find they said only the those who are Bumiputras that is if in order to be a Bumiputra you have to be a Malay a Bumiputra is a Sanskrit word alright Bumiputra is a Sanskrit word though now it is used as a Malay word it means sons of the soil and when you are Malay in Malaysia you have a special position and you are considered to be politically much higher than say [11:19:00] Chinese and Indians in Malaysia [#] and then *ah* and then what is a Malay generally in Malaysia Malay is considered as someone who speaks Malay language he must practice Islam and he also must practice Malay culture only then you become a Malay and you find that because of Malay has a different races in 1957 when they became independent they decided that *ah* Malays will be their dominant people right though we use the word race here but in Malaysia they use the word race not as ethnic group so Malays will be their dominant people and Islam will be the national religion and they agreed that for ten years they will treat Malay and English as equal and after that they will only use Malay and in exchange for this all Chinese and Indians who migrated to live there they will become citizens [11:20:00] of course in nineteen May 1969 they had a lot of riots and you find that after that the Malaysian government has totally followed using only Malay as the dominant language and so the entire government administration in Malaysia today is only done in Malay of course they say those who want to run Chinese schools those who want to run Tamil schools they can keep them but only at the primary school levels no secondary school no university level this is a way of controlling people so you find the Malay political leaders now have a single language for the creation of a nation they said we will only use Malay language to create Malaysia and by using Malay they feel that Malays have now become the masters of Malaysia that is what we use in English hegemony or supremacy and this has allowed Malays to compete in education and [11:21:00] in jobs but of course Malaysia is not consider itself one nation because if you go to Malaysia there is a lot of tension underneath the people talk to each other quite well they travel in the same train and same bus but the Chinese Malays Indians they have a lot of tension below they don't like each other *ah* this you will see again and again so you find even though Malaysia has tried to follow

Malay as the only language policy there is a lot of ethnic pluralism and lot of tension and anytime people may get angry so they don't mix with each other so if you go to universities in Malaysia the Malays only mix with Malays Indians with Indians Chinese with Chinese you don't mix across so nation has not been created if you take Indonesia it's a different thing more than 250 languages of course people live in about 12000 islands now people who created Indonesia [11:22:00] like President Sukarno their question was how to unite so many people speaking in different languages so in 1928 if you take 1928 the year in which they formed they tried to form a group to make Indonesia a country Malay was only spoken by about 4 to 8 percent out of all the people in Indonesia and yet when Indonesia became independent President Sukarno and many others decided that Bahasa Indonesia based on Malay will be the language that will unite the whole of Indonesia and so you find in Indonesia more or less they have been bit successful in trying to make people become *ah ah* united so the rest you can read and find out okay now there are many other languages that are important like Javanese Balinese Madurese Sundanese Batak Makassar all these languages you can learn in the first three years [11:23:00] and 90 percent of the Indonesian children learn one of these languages and of course Bahasa Indonesia is taught as a second language at the primary one two and three level and after that you'll find once they go further into secondary school then they only learn Bahasa Indonesia and this makes everybody only use one language lets take Singapore [-] it became independent in 1963 and in 1965 Malaysia told Singapore you better get out we don't want you as a part of Malaysia so if you look at Malaysia you'll find that Chinese are the majority there ethnic Chinese form 75 percent but then all the Chinese don't speak Mandarin at all Mandarin is only spoken in Singapore [--] [writes on the whiteboard] only 4 percent of the people in chi- of Singapore will say their home language is Mandarin only 4 percent 56 percent [11:24:00] speak Hokkien then Cantonese Teichu Hainanese then if you take Malays who form 14 percent of the population right they only speak Malay if you take Indians who form 7 percent of the population then amongst them 82 percent will only speak Tamil people like me alright we only speak that language we don't speak Hindi at all so you find that Chinese Malays and Indians it is a very difficult society actually you should make Hokkien the national language of Singapore but then they decided otherwise so you find four- there are five reasons why they wanted to chose English one they wanted Singapore to grow very very fast if not Singapore cannot compete with Japan Hong Kong or Taiwan then they wanted a language that people liked to communicate in if you take Hokkien the language other Chinese will not like it [-] if you make Malay as the language Chinese would not like that so they decided that use English as the link language [11:25:00] and respect for each others culture and that is why in Singapore everybody must learn their own language if you are a Chinese you must learn Mandarin if you are an Indian you learn Tamil if you are a Malay you must learn Malay so everybody must respect their own language and then build a Singaporean identity by using the English language and slowly and steadily become part of the South East Asian region so for these reason they made Malay as the symbolic national language [-] like even I don't speak much of Malay though I speak Malay then we have four official languages Mandarin Malay Tamil and English and English has remained as the language of the government law and all these things so if you go to Singapore nobody is really worried about language issues anymore nobody is bothered whether you want to learn *ah ah* Hokkien or Teichu or anything because everybody knows that if you go to school in Singapore you can speak to each other in English language and thereby you don't the races [11:26:00] don't fight with each other what about the Philippines Philippines also the same eight major languages [-] nobody understands each other and you find that generally they use *ah* the first three years they use the regional languages and then they use Tagalog and English to cover the rest of the *ah* places so lets look at these countries have they succeeded in creating unity in Thailand they use only one language whether they have *ah* been successful we are not certain but the political community has been created we are not certain even though you find *ah* there is a lot of problem within Thailand minority people are still having problems and Malaysia yes like political leaders have created shaped a language policy have they been *ah ah* successful in creating a united country no right Malaysia has a lot of tension like Indonesia even though Indonesia is very poor [11:27:00] still you find Indonesia is very very successful it has created a country at least people from different parts of Indonesia can speak to each other in one language they understand other Singapore is also the same and in the Philippines they have not been successful in promoting one language but they have created a nation somehow

so what is the conclusion from all these things [-] so you don't have to have one single language to create a country like you don't have to have to have Nihongo to create Japan even though the emperors of Japan or the people in 1863 believed that you only you must have Japanese that is why they made the Ainu people

learn only Japanese I heard *ah* from another Sensei that they are only now [--] [*writes on the Blackboard*] eighty people in Japan who speak the Ainu language so even amongst the Ainu people Ainu language is dead so you find in Japan [11:28:00] the government has been trying to say you must only use the Tokyo dialect and one type of Japanese now whereas if you look at South East Asia you find that it is different you can create a country by language policy like Indonesia has been created by a language policy now Singapore has been created by a language policy even Thailand or Vietnam if you take all these countries you'll find that even though they have many many ethnic groups by language policy they have been able to create a nation so please don't go to a country and kill all the languages and impose English language right so you can still have many languages and by a very careful policy you can create a nation okay so now please go to your different classes for discussion okay thank you

APPENDIX 5: Comparison of Slide and Lecture Text in Lecture 1

1. Slide Text	2. Actual Lecture Text
[Slide 1] Introduction to the Asia Pacific	[8:56:18] Thank you very much Peter for that kind introduction okay <i>um</i> this morning I want to give you a very broad introduction <i>um</i> Professor F. and I discussed three topics <i>um</i> he's going to do it in Japanese in the next period I'm going to do it in English we haven't coordinated so what we say may be very different from each other and you can sort this out in the tutorials I've got quite a lot of powerpoint slides to get through <i>um</i> normally when I lecture I put a lot on the powerpoint slides because I know many of you speak English as your third or fourth or fifth language this is not easy I understand that so if you can't understand me [8:57:00] all you have to do is look up at the subtitles so it's like a sort of movie <i>um</i> if you can't understand the words look at the bottom of the screen and you'll see them also these lectures are very very long <i>um</i> they're an hour and a half and nobody can concentrate for an hour and a half <i>um</i> I also go to sleep after about an hour so if I go to sleep please wake me up but <i>um</i> I will give you a break what I will do is I will talk for about 40 minutes I will then have five minutes for questions and comments and if there's time I'll give you time to just dash out to the loo have a cigarette or have a cup of coffee and then I'll start again with the second half and if there's time at the end I'll give you time for more questions so I'll see how quickly I can get through <i>um</i> I've shortened the powerpoint slides for today's presentation the original is very long and the whole powerpoint slides really come from a much longer paper I wrote [8:58:00] which I've also given to the office to put on WebCT <i>um</i> this is very long indeed it gives you a lot of information on the contemporary literature on the Asia Pacific but <i>um</i> this morning I'll just summarize it
[Slide 2] 3 main questions <ul style="list-style-type: none"> ■ 1. Why are more and more people talking about the Asia Pacific as a region of study now? ■ 2. What is the relationship between different cultures and ethnic groups and the nation state? ■ 3. What changes are taking place in the economic structure of the Asia Pacific? 	<i>um</i> I'll discuss three main questions really <i>um</i> they may be in a different order from on your paper I've switched them around as I developed the lecture firstly I'll talk about the Asia Pacific in general what is it and why do a lot of people study it these days that's the first question secondly I'll be talking about <i>um</i> ethnicity and the nation state why is ethnicity such an important topic in studying the Asia Pacific and thirdly I'll look at the economic structure of the Asia Pacific why has it developed so fast and what changes are taking place nowadays
1. Slide Text	2. Actual Lecture Text
[Slide 3] Topic 1. The importance of the Asia Pacific and its definition	[-] so I'll start off really with the importance of the Asia Pacific [8:59:00] and <i>um</i> its definition what are the geographical areas
[Slide 4] The importance of the Asia Pacific <ul style="list-style-type: none"> ■ Even though APU is a new university, discussion of the Asia Pacific as a region goes back further ■ The earliest reference [[I have been able to find]] was in a speech by the Japanese foreign minister in 1967 ■ He described the Asia Pacific as a 'new concept' 	even though APU is a very new university it was started with four hundred students in 2000 <i>um</i> [la] most of the students could have got into this lecture room at that point <i>um</i> actually discussion of the Asia Pacific as a region goes back much further the earliest reference I found to it was in 1967 when the Japanese foreign minister suddenly started talking about the Asia Pacific which he said was a new idea at the time
[Slide 5] The importance of the Asia Pacific <ul style="list-style-type: none"> ■ At that time the Japanese economy was in the period of high-speed growth after the Pacific War ■ Japanese investment in E and SE Asia was 	now at that time the Japanese economy was growing very fast after the Pacific war I'll talk about that later in the lecture also Japanese investment in East and Southeast Asia was increasing and so was investment from America and from Europe also <i>um</i> this was the time when the Vietnam war of course was just starting

<p>increasing</p> <ul style="list-style-type: none"> ■ The Vietnam War was just starting, so once again the US was involved in Asia 	<p>[9:00:00] so again the US had a heavy involvement in Asia and began to get interested in Asia it's quite interesting whenever Americans go and fight somebody then academics come along and start studying them as well I think in the next few years the Americans will be very interested in Middle Eastern studies [la] but in the 1970s they were interested in Asia because there was a war going on there </p>
<p>[Slide 6] The importance of the Asia Pacific</p> <ul style="list-style-type: none"> ■ Interest grew rapidly after that ■ The number of books [[being published with both 'Asia' and 'Pacific' in the title]] has doubled every five years since the 1970s. 	<p>so interest grew rapidly in the Asia Pacific and the number of books being published with Asia and Pacific in the title has actually doubled every five years since the 1970s </p>
<p>[Slide 7] The importance of the Asia Pacific</p> <ul style="list-style-type: none"> ■ Asia Pacific programs and institutes also started to appear in universities throughout the world: ■ USA: Duke, Harvard, Hawaii, Iowa, Michigan State, Rhodes, San Francisco, Stanford ■ Australia: ANU, LaTrobe, Newcastle, Victoria U.T., Wollongong ■ Canada: Toronto, Victoria, York ■ Also UHK (Hong Kong) Waseda (Japan) and many others 	<p>[--] <i>um</i> Asia Pacific programs of course started to appear at a lot of universities and institutes throughout the world and I just listed some of these which I got off the Internet I was very surprised to find how many universities had Asia Pacific or Pacific Asia studies programs and you can see some famous names [9:01:00] of universities here including Harvard Duke Michigan and so forth in America Stanford in Australia there's quite a lot Canada there's quite a lot and also places like the University of Hong Kong Waseda University in Japan and of course Ritsumeikan APU which was set up in 2000 </p>
<p>[Slide 8] Definition of the Asia Pacific</p> <ul style="list-style-type: none"> ■ Textbooks also started to appear ■ But there remains a big, big problem: ■ What is the Asia Pacific Region? ■ What countries and regions does it actually include? 	<p>[-] textbooks also started to appear I was surprised at how many textbooks on the Asia Pacific there were but there remained a big big problem when I started to read all these textbooks I was asking myself the question all the time what is the Asia Pacific region what countries and regions does it actually include because every textbook was different everyone had a different map of the Asia Pacific so I want to talk about some of the reasons for this <i>um</i> this morning </p>
<p>[Slide 9] Definition of the Asia Pacific</p> <ul style="list-style-type: none"> ■ Different authors and institutions define it in different ways depending on their own agendas ■ But most definitions boil down to: ■ Pacific Asia, i.e. East and Southeast Asia ■ The Pacific Rim, i.e. countries all round the Pacific ■ The Asia Pacific, the definition of which varies 	<p>different authors and different universities define Asia Pacific [9:02:00] in different ways depending on their own agendas but most definitions boil down to these <i>um</i> many people talk about Pacific Asia which they usually mean <i>um</i> East and Southeast Asia that's to say Japan Korea China and the ASEAN countries <i>um</i> they're not quite sure what to do with places like Australia and Russia in fact Russia is by far the biggest of the Pacific Asia countries much bigger than China it's about twice the size but is it a Pacific Asian country is it Asian or should we think of it as European nobody really knows what to do about Russia <i>um</i> same with Australia you see is it part of Asia [-] or is it separate <i>um</i> the Pacific rim is also talked about a lot and that's all the countries around the Pacific that of course includes <i>um</i> the United States Canada and South America [9:03:00] and then of course we've got the Asia Pacific which people talk about and the definitions of that do change a lot </p>
<p>[Slide 10] Definition of the Asia Pacific</p> <ul style="list-style-type: none"> ■ So there are some important questions about the use of "Asia Pacific": ■ Should Australia and New Zealand, or India, be considered part of the Asia Pacific? ■ Should North and South America be included? ■ Should we include all of the countries bordering on the Pacific, or just the regions near the Pacific (i.e. the Pacific Rim)? 	<p>[-] so we have some very important questions about how to use the word Asia Pacific should Australia New Zealand or India be considered as part of the Asia Pacific why should we include India well the answer is of course is that there are many cultural links between Southeast Asia and India originally Indian culture used to extend right down through Southeast Asia until Islam came along and covered most of Indonesia but there is still a lot of Indian culture and there's a lot of Indian migrants also all over Southeast Asia and the Pacific so many people actually include India as well</p>

	as part of the Asia Pacific should we include North and South America as well should we include all the countries bordering the Pacific or just the regions near the Pacific [9:04:00] i.e. the Pacific rim so if we talk about Russia as part of the Asia Pacific do we just look at Siberia or is Moscow a part of the Asia Pacific one book I came across discussed Canadian French the Quebec problem as an Asian Pacific problem because it's in Canada Canada borders the Asia Pacific so Quebec is an Asia Pacific problem even though it's much nearer to Europe than to Asia
[Slide 11] Definition of the Asia Pacific ■ None of these definitions refer to an integrated economic blocs – unlike the European Union. ■ The Asia Pacific is not an economic unit ■ The Asia Pacific is not a political unit ■ The Asia Pacific is not a linguistic unit	[-] okay the problem is this <i>um</i> when we talk about Europe these days we usually mean the European Union which is a economic grouping it's becoming a political grouping it's getting bigger all the time but when we talk about the Asia Pacific it's not an economic unit it's not a political unit and it's not a language unit either people don't speak the same languages they speak lots and lots of different languages so it's very difficult to see the region as something sort of united [9:05:00] which we can talk about and generalize about as a whole
[Slide 12] Definition of the Asia Pacific ■ But there are obviously historical links between different Pacific regions: ■ Colonialism (Spanish, Portuguese, Dutch, French, British, American and Japanese) ■ Cultural flows (the world religions, languages, contemporary Western culture) ■ Migration (Chinese, Indian, and European diasporas, labor migration, etc.) ■ Flows of capital (America, Britain, Japan)	but there are things which tie the Asia Pacific <i>um</i> together of course there's colonialism <i>um</i> in the old days in the Seventeenth century both sides of the Pacific the Philippines on one side and <i>um</i> the coast of California on the other right down through Latin America was Spanish the Spanish were sending huge loads of silver over to the Philippines to spend on goods which they were buying from China <i>um</i> in the Seventeenth century the Pacific was called by some people a Spanish lake because the Spanish were on both sides of it and then the French and the British and the Dutch came along and they organized their own colonies as well later on and finally of course the Americans and the Japanese also had colonies in the region there's been cultural flows <i>um</i> world religions languages contemporary Western culture [9:06:00] <i>um</i> the Philippines you know speaks English for historical reasons many people there used to speak Spanish for the same historical reasons you've got migration huge numbers of Chinese Indians Europeans all over the region and of course you've got nowadays flows of capital American European and Japanese companies are very active in the whole of the Asia Pacific region so there are things which link these regions right round the Pacific together and <i>um</i> some of these we will talk about later in the lecture
[Slide 13] Definition of the Asia Pacific ■ So generally thinking either in terms of Pacific Asia (E + SE Asia) or the Asia Pacific (both the E and W shores of the Pacific) can be a useful starting for asking a number of interesting questions about social and historical processes ■ And depending on which we choose, we end up asking rather different questions, and studying different things	[-] so generally <i>um</i> we can ask a number of questions about the Asia Pacific region but basically if we choose <i>um</i> the Pacific Asia region that's to say East and Southeast Asia we end up asking slightly different questions from if we take the whole of the Asia Pacific area including relations with North and South America [9:07:00] depending which area we chose we end up studying different things and asking different questions this is one of the interesting thing about Asia Pacific studies if you change the definition of the Asia Pacific region you also change the questions that you ask it makes it very interesting even if it is very difficult to define
[Slide 14] The study of Pacific Asia ■ If our starting point is Pacific Asia (East Asia = China, Korea, Japan + SE Asia = ASEAN countries), what kinds of historical and sociological issues are raised?	[-] if our starting point is Pacific Asia for instance that's to say East Asia China Korea Japan plus the ASEAN countries what kinds of historical issues are raised well there's lots of historical questions

<p>■ Historical questions might include the following:</p> <p>[Slide 15] The study of Pacific Asia</p> <ul style="list-style-type: none"> ■ The relations between regional civilizations (Chinese, Hindu, Muslim) and small-scale societies ■ The impact of early colonialism (Spanish, Portuguese and Dutch) through trade and the spread of Christianity ■ The impact of later colonialism (British, French, American, Japanese) through imperialism and the annexation of colonies 	<p><i>um</i> the relations between local regional civilizations like Chinese civilization Hindu civilization Muslim society and culture of the Islamic religion and small scale societies we can ask a lot of questions about these we can ask a lot of questions about early colonialism the Spanish the Portuguese the Dutch the spread of Christianity into the area and we can also look at [9:08:00] the impact of later colo- colonialism that's with the British the French the American's and the Japanese coming in and exercising control over large parts of Pacific Asia [-] <i>um</i> of course this led to conflict between these countries <i>um</i> there were major confrontations between Japan and China the United States during the Pacific war </p>
<p>[Slide 16] The study of Pacific Asia</p> <ul style="list-style-type: none"> ■ After the major confrontations between Japan, China and the USA during the Pacific War, a new set of issues dominated the history of the postwar period: ■ Decolonization ■ The influence of the cold war and the Chinese revolution on the politics of the region ■ The process of high-speed economic growth in Japan 	<p>and after the pacific war that's after 1945 there were new set of questions about <i>um</i> there were questions about decolonization many of the countries in the region which used to be controlled by France or Britain or the Dutch and became independent <i>um</i> there is also the influence of the Cold War the rivalry between the United States and Russia the former Soviet Union and this led to conflict between their allies in the Asia Pacific region one reason why the Americans went to war in Vietnam was to [9:09:00] stop as they saw it the spread of Communism to the rest of South East Asia and of course we've also got after the war which I want to share talk a lot about later in the lecture this is the period of high speed economic growth which started in Japan but which later spread to most of the East Asia region </p>
<p>[Slide 17] The study of Pacific Asia</p> <ul style="list-style-type: none"> ■ Most recently, the major processes defining social change in the Pacific Asia region have been ■ The economic reforms in China ■ The end of the Cold War ■ The spread of high-speed growth, first to the four 'dragon' economies, and later to Thailand, Malaysia, coastal China, etc. 	<p>[-] <i>um</i> most recently of course we've got some very interesting things happening in the Pacific part of Asia we've got the economic reforms in China we've got the collapse of Communism and the end of the Cold War which <i>um</i> for me happened very recently you people were probably very young most of you when it happened [la] but for me you know I can remember this quite well the end of it 1989 when the Berlin wall came down and the next two years communism really collapsing throughout the world and then of course you've got the spread of high speed growth to many other countries <i>um</i> including Taiwan [9:10:00] Hong Kong Singapore and Korea and later on of course to Thailand Malaysia the coast of China and so on </p>
<p>[Slide 18] The study of the Asia Pacific</p> <ul style="list-style-type: none"> ■ If we look beyond Pacific Asia, to the eastern side of the Pacific, and the relations between the two sides, another group of issues becomes important. ■ People talk about the 21st century as the 'Pacific Century' ■ This is quite likely to happen, given that the two most dynamic areas of the world economy (western USA, East Asia) face the Pacific! 	<p>but if we look beyond Pacific Asia and consider what about the other side of the Pacific there are some other questions to answer people talk about the 21st century as being the Pacific century this is quite possible of course the reason why it will be the Pacific century is that on one side you've got the United States on the other side you have China now in a few years time these would be two of the world's biggest economies already you've got the United States on one side and Japan on the other Japan is the world's second biggest economy [la] you know so obviously a lot of the action the economic action in the 21st century is going to happen in the Pacific </p>
<p>[Slide 19] The study of the Asia Pacific</p> <ul style="list-style-type: none"> ■ Factors linking the two sides of the Pacific together include ■ Colonialism, and political hegemony ■ Diasporas, particularly from India and China ■ Cultural hegemony, "McDonalization" ■ Tourism 	<p>[-] you've also got lots of things happening still today in the Pacific [9:11:00] you've still got political hegemony countries you know sort of exercising control over other countries in the region you've still got lots of migration lots of people moving around these days lots of people are moving from China into other parts of the world there's been a huge increase in the number of people moving in and out of China since the country opened up that only happened about</p>

<p>■ Spread of Information technology</p> <p>■ Common worries about the environment</p>	<p>20 years ago but in those 20 years Chinese migration has increased enormously <i>ah</i> enormously you've also got cultural hegemony people sometimes call MacDonald-ization [la] poor MacDonald's [la] because hamburgers have become so popular along with Coca Cola and Nike shoes they've become symbols of American culture and American cultural hegemony domination of the rest of the world you've also got tourism of course <i>um</i> tourism now links together both sides of the Pacific rim [9:12:00] because so many people move backwards and forwards as tourists and you've got information technology and the internet linking together the whole world including both sides of the Pacific <i>um</i> the cell phones the computers you know have taken off in Asia in a wonderful way they've become leading consumers of mobile phones anywhere in the world [la] <i>um</i> I could ask how many students here have mobile phones probably about 80% I would think ah I hope they are switched off in this lecture <i>um</i> and of course we've got worries about the environment <i>um</i> which affects both sides of the Pacific as well in fact when China and India really start growing fast they're going to use up lots and lots of energy and the environmental impact will be very great indeed I'll talk about that later on in the lecture </p>
<p>[Slide 20] The study of the Asia Pacific</p> <p>■ There are also the problems of organized crime and international terrorism, as seen in the attacks on New York and Bali</p> <p>■ Many international criminal groups are active, including the Chinese Triads, the Japanese Yakuza, drugs producers in SE Asia and Latin America, and the Mafias both in the US and Russia</p>	<p>[-] there's also rather unpleasant things linking both sides of the Pacific together there are of course problems of [9:13:00] organized crimes international terrorism as we've seen with the attacks on New York in September 2001 but of course then there was the attack on the night club in Bali in October of 2002 so you know both sides of the Pacific are actually linked by these terrorist problems now and of course you've got criminal groups exploiting these problems <i>um</i> Chinese triads Japanese yakuza the mafia in Russia the mafia in America the mafia in Europe form a kind of world wide criminal network you know with a lot of the activity taking place in the Asia Pacific region [--] okay so these are the kinds of things you end up studying if you define the Asia Pacific region in different ways and as you've seen you know some of them are the things we study at APU like economic growth the environment tourism and of course the impact of information technology </p>

1. Slide Text	2. Actual Lecture Text
<p>[Slide 21] Topic 2.</p> <p>High speed economic growth and the "developmental state"</p>	<p>okay the second thing I'll talk about [9:14:00] then is economic growth itself <i>um</i> the reason for this is that the Asia Pacific region has seen very very rapid economic growth in the last few years and I want to just look briefly at the reasons why this has happened </p>
<p>[Slide 22] High speed growth</p> <p>■ The main reason why people in the 1970s became more interested in East Asia was the very high rate of economic growth in some countries.</p> <p>■ This high speed growth started in Japan, spread to Korea, Taiwan, Singapore and Hong Kong, and eventually to Malaysia, Thailand and China</p>	<p>[--] <i>um</i> the main reason why people in the 1970s became interested in East Asia was not only the Vietnam war it is because they noticed that countries in this region were getting richer and richer and richer and it was happening very very quickly the high speed growth started in Japan it spread to Korea Taiwan Singapore Hong Kong and eventually it spread to Malaysia Thailand China and even nowadays parts of Indonesia Vietnam are also joining in </p>
<p>[Slide 23] High speed growth</p> <p>■ While the Americans were involved in the wars in Korea and Vietnam, the Japanese economy was quietly growing</p> <p>■ One of the reasons for this was the business</p>	<p>[--] the Japanese was quietly growing while the Americans were fighting wars in Korea and Vietnam one of the reasons for this was the Americans gave the Japanese [9:15:00] a lot of business they needed a lot of materials a lot of equipment for these wars and of course Japan was a very close and convenient place to buy it and</p>

<p>which the US gave Japan in times of war, with Korea and Vietnam.</p> <p>■ The Japanese economic miracle, the period of ‘high speed growth,’ lasted from 1950 to the early 1970s</p>	<p>the Japanese economic miracle took off partly because of these wars which America was fighting and the period of high speed growth lasted from the 1950s to the early 1970s </p>
<p>[Slide 24] High Speed growth</p> <p>■ This was a period in which the Japanese economy grew at about 10% a year</p> <p>■ Japan went from being poor and defeated to one of the richest countries in the world</p> <p>■ Japan’s experience was then followed by other countries in East and SE Asia</p>	<p>this was a period in which the Japanese grew at about 10% a year from being a poor country after the war to one of the richest countries in the world and its experience was then followed by other countries in east and southeast Asia </p>
<p>[Slide 25] High Speed growth</p> <p>■ Second came the dragon or tiger economies of Korea, Taiwan, Singapore and Hong Kong</p> <p>■ A third wave of development began in Thailand and Malaysia</p> <p>■ And these were followed by parts of China, Vietnam and Indonesia</p>	<p>[–] <i>um</i> next came the tiger economies so called sometimes called the dragon economies Korea Taiwan Singapore and Hong Kong now just to bring this home to you how big this economic growth has been places like [9:16:00] Korea in the 1950s were poorer than most countries in west Africa this is very difficult to grasp now okay a place like Ghana in west Africa got independence in 1957 because it was one of the most prosperous one of the richest countries in the Third World okay what’s happened since then is the countries of East Asia have overtaken Africa they’ve overtaken most countries in Latin America in 1950 Argentina was one of the richest countries in the world you know much much richer than countries in the East Asia but these countries have overtaken it Argentina has major economic problems so you have to see there’s been a major shift in the world economy </p>
<p>[Slide 26] High Speed growth</p> <p>■ Why have these economies grown so fast in comparison with other countries?</p> <p>■ It must be stressed that this is the most rapid economic growth that any societies have experienced at any time in human history!</p> <p>■ It is much faster than British or American growth during the industrial revolution</p>	<p>it must be stressed that East Asia has had the most rapid economic growth anyone has ever had [9:17:00] this is the fastest economic growth in human history it’s much faster than economic growth in say Britain or America during the industrial revolution Britain during the industrial revolution was growing at about 3 or 4% per year Asian countries have experienced a growth of 10% a year for 20 30 years and if you have a pocket calculator just tap in what happens to a number when you multiply it by 1.1 twenty times you’ll see it gets bigger and bigger and bigger </p>
<p>[Slide 27] High Speed growth</p> <p>■ Generally countries that are colonies of other countries do not experience rapid economic growth</p> <p>■ In the case of India, British colonialism destroyed the local cloth industry</p> <p>■ Instead, India grew cotton which the British turned into cloth, and sold back to India!</p>	<p>[–] generally countries that are colonies of other countries don’t experience rapid economic growth <i>um</i> colonialism isn’t good for economic growth in the case of India for instance British colonialism actually destroyed the local cloth industry India started to grow cotton which the British turned into cloth and then sold back to India so now all the profits were being made by [9:18:00] the European countries and not by the local Indians you see [1a] </p>
<p>[Slide 28] High Speed growth</p> <p>■ Primary producers of things like cotton, tea, coffee, etc. generally do not become very rich</p> <p>■ Prices are fixed elsewhere</p> <p>■ Profits go to companies like Nestle in the industrial countries</p> <p>■ But the high speed growth in East Asia was based on the export of <i>manufactured</i> goods, starting in Japan</p>	<p>when you do this kind of thing <i>um</i> basically colonies remain rather poor the rich countries get richer <i>um</i> giving example from my own work in the 1960s I was doing work in West Africa which produced a lot of cocoa [1a] of course that cocoa was being sold to the Europeans who turned it into chocolate and then sent it back to Africa as a luxury food stuff they made lots of money the poor little cocoa farmers weren’t making much money at all so these kinds of things happen with colonialism so the question is how to get round this <i>um</i> the high speed growth in East Asia was actually based on the export of manufactured goods the Chinese and sorry the Japanese when they started high speed growth didn’t start producing lots of rice or lots of sort of cheap cotton for the world</p>

	market [9:19:00] instead they started to produce cars radios tape-recorders [la] electronic goods and eventually computers you know which they could actually make a lot more money from so the question is how do you start exporting manufactured goods [--] so Japan got really rich basically exporting manufactures after the war why did this happen how did it happen who planned it
[Slide 29] High Speed growth ■ One of the most famous analyses was produced by Chalmers Johnson, in a book on the Japanese bureaucracy ■ He argued that the people responsible for the Japanese economic growth of the 1950s were in many cases those responsible for the economic growth of the 1930s	one of the most famous books on this is by an American called Chalmers Johnson I'll just mentioned him briefly it's a long book you needn't read it but you will find his name discussed a lot he wrote a book about the Japanese bureaucracy and he argued that the people who were responsible for the economic growth in Japan after the war were the same people who were responsible for the growth of Japan before the war in the 1930s before the war Japan actually grew a lot its economy [9:20:00] grew considerably and of course after the war the same guys were still there running economic policy [la] so <i>um</i> there was a direct connection
[Slide 30] High Speed growth ■ The best and the brightest in Japan are the graduates of the most prestigious universities ■ The best of these graduates go into the civil service ■ And the best of these end up in the Ministry of International Trade and Industry, or MITI (now METI)	what was happening was the best and brightest people in Japan were the graduates of the five great universities Tokyo Kyoto and <i>um</i> what are the other ones he talks about Hitosubashi Keio and Waseda most of the civil servants of that time came from these universities <i>um</i> most of them came from Tokyo actually and the best of the graduates were going into the civil service and the best civil servants were ending up according to Johnson in the Ministry of International Trade and Industry it used to be called MITI now its called METI Ministry of Economics Trade and Industry
[Slide 31] High Speed growth ■ So MITI was responsible for much of the Japanese growth in the post-war period ■ It decided which sectors of the economy to support – e.g. cars instead of textiles because they produced technological development ■ And it channeled scarce resources like foreign currency and fuel to these sectors	and so he says MITI was responsible for much of the Japanese growth in the post war period MITI decided which bits of the economy would sup- [9:21:00] they would support the Americans actually said to the Japanese what you want to do is produce lots of cotton cloth because its easy to do uses lots of labor and basically we'll buy it from you and the Japanese said no no no we want to produce cars which was very strange because the Japanese hadn't produced many cars [la] and basically they produced cars and very quickly these cars became very very good <i>um</i> when I went to west Africa in 1969 all the taxis were British they were all Morris Minors when I left west Africa in 1976 all the taxis were Nissan [-] ah [la] the same thing happened with motorbikes when I went to west Africa all the motorbikes were British when I left west Africa six years later they were all Hondas [la] ah okay in those years [9:22:00] cassette tape-recorders had come in they were all made in Japan [la] they were all Sanyo and Sony okay [la] Toshiba okay these we started to hear these names of course television was becoming popular all the televisions came from Japan too by the time I got back to England in 1976 suddenly everything seemed to be coming from Japan and this was the period of real high speed growth
[Slide 32] [Diagram] Miti > Raw materials – Foreign exchange – Guidance through the amakudari system = Rapid economic growth	[--] what MITI did was to decide who could get raw materials and they channeled these to the industries they wanted to <i>um</i> encourage they controlled the flow of foreign exchange this was very important after the war Japan had very little money it found it very difficult to buy dollars or pounds sterling or other currencies to develop its industries MITI controlled which industries could buy oil [9:23:00] which industries could buy dollars and thus they controlled which industries could develop fast
[Slide 33] High Speed growth	there's also guidance the ministries were very good at giving

<p>■ MITI and the other ministries in Japan kept control of the country not through laws but through ‘administrative guidance’ passed on informally</p> <p>■ An important channel were the bureaucrats who failed to reach the top – they retired early and became company executives, with links with the ministries (the <i>amakudari</i> system)</p>	<p>advice to companies a lot of the time this was done through the Amakudari system if you stay a long time in Japan you will hear about Amakudari it literally means Buddha descending from heaven okay but the idea is that when <i>um</i> ministry officials get up to a certain level they retire very young when they are about fifty go to work in private companies and they provide a link between the private companies and the government so information can go backwards and forwards so the government was actually linked to these <i>um</i> companies through former ministry officials that actually used to work for the government and later moved into private industry and the result of all this was MITI could control and [9:24:00] encourage rapid economic growth </p>
<p>[Slide 34] High Speed growth</p> <p>■ Japan of course was helped by other factors in the international environment during this period</p> <p>■ American orders during the Korean war</p> <p>■ Low defense costs due to the constitution</p> <p>■ A low rate of exchange which kept exports cheap and made imports expensive (\$1=360)</p>	<p>[-] Japan of course was helped by other factors during this period <i>um</i> American orders during the Korean war I’ve already mentioned later on of course the Americans became involved in the war in Vietnam and they began to order more goods then [-] <i>um</i> Japan also didn’t have an army in the nineteen fifties this is very useful for economic growth armies are very expensive if you put the money into other things the economy will grow quickly more quickly than if you put it into the army this is the problem the Americans have now you notice the dollar is going down with the minute why well the Americans are spending a huge amount of money in Iraq people are noticing this wars armies are very very expensive if you don’t have one you can grow much more quickly there’s also the <i>um</i> growth of the <i>um</i> [9:25:00] exchange rate for a long time after the war the <i>um</i> yen was fixed at one dollar equals three hundred and sixty yen sorry the yen sign hasn’t come out properly in power point [la] but this meant the goods which the Japanese made were very very cheap in America but goods which the Americans made were very very expensive in Japan [la] okay so the Japanese sold lots of things to American and bought very little and the result was that the Japanese exports actually started to grow and grow and grow this lasted until the early nineteen seventies when the Americans actually allowed their exchange rate to float and the yen started to float up and the dollar started to float down </p>
<p>[Slide 35] [Diagram]</p> <p>Miti ></p> <p>Raw materials – Foreign exchange – Guidance through the amakudari system</p> <p>= Rapid economic growth</p> <p>< Korean war – Defense costs – Exchange Rate</p>	<p>[-] so what actually happened was this you’ve got all these factors coming together for rapid economic growth but also we’re helping with the Korean war and lack of [9:26:00] defense cost Japan didn’t have to run an army but the defense was provided by the United States of course and the exchange rate also helped a lot </p>
<p>[Slide 36] High Speed growth</p> <p>■ In later writings, Johnson began to talk about the ‘developmental state’ in East Asia, as the explanation of the high rates of growth</p> <p>■ This has led to a debate over the reasons for the high speed growth in the region</p>	<p>[-] now in his later work Johnson’s begun to talk about what he calls the developmental state he says all the countries in Asia East Asia or a lot of the countries in East Asia have grown very fast and what they have in common is what he calls a developmental state a government which helps economic growth in the kinds of ways which MITI helped the Japanese economy to grow as well [-] and this has led to a lot of arguments and debates about why there’s been so much high speed economic growth in the East Asia region </p>
<p>[Slide 37] The developmental state</p> <p>■ The main question is that of the relation of the state to the market</p> <p>■ In the West, the state is generally seen as just a referee, with most economic decisions being left to</p>	<p>the main question really is the relationship between the state and the market I don’t want this to get too technical it’s quite a difficult debate to follow [9:27:00] but basically in the West the state is seen by many people as a kind of referee you know a football referee just blows the whistle occasionally and establishes the rules and then the players go on and play the game of football <i>um</i> with</p>

<p>the free market</p> <ul style="list-style-type: none"> ■ In the socialist states the state has more direct control over the ‘command economy’ ■ Developmental states are in between 	<p>most economic decisions being left to the free market this is what we call a typical capitalist system in socialist states like the former Soviet Union to some extent China though this is changing rapidly the state has actually much more direct control over the command economy command economy is the word we used to use about the economies in the Soviet Union Eastern Europe and China before the economic reforms <i>um</i> command economy is where the state sets up the factories and then tells the factories what to produce it actually worked very well in the Soviet Union for many many years but began to break down for lots of complicated reasons in the 1980s [9:28:00] developmental states are in between the government exercises some control often indirect control over the economic growth process and this is what you’ve got in East Asia according to Johnson </p>
<p>[Slide 38] The developmental state</p> <ul style="list-style-type: none"> ■ However, different scholars also see the East Asian economy in different ways using different models ■ One is the ‘market led model’ ■ In this the main impetus for economic growth comes from business ■ The state provides infrastructure, and a stable economic environment – wages, taxes, exchange rates don’t change much 	<p>[–] however different scholars see the East Asian economies in quite different ways using different models some people argue that actually the main driving force behind economic growth in Asia actually comes from business <i>um</i> the state just provides infrastructure it provides a stable economic environment what you have underlying economic growth in most East Asian countries is fairly stable wages which are kept fairly low so that labor costs are low taxes don’t change very much exchange rates don’t change very much so businessmen know what to expect and they can make plans for the future [9:29:00] if exchange rates taxes wages are changing all the time if wages are going up very quickly then its very difficult for businesses to make a profit </p>
<p>[Slide 39] The developmental state</p> <ul style="list-style-type: none"> ■ The concentration on industrialization and exports, plus the stable environment in terms of taxes, wages, exchange rates etc., explains why East Asia has succeeded ■ Other writers stress the importance of the state in development, a ‘state-led’ model. 	<p>[–] <i>um</i> also you’ve got concentration on industrialization you’ve got all these East Asian economies have industrialized very fast <i>um</i> you’ve got a concentration on exports they’ve all been producing electronic goods cars other consumer goods for export to the rest of the world and <i>um</i> but other writers stress still the importance of the state in development the state-led model </p>
<p>[Slide 40] The developmental state</p> <ul style="list-style-type: none"> ■ They argue that in states which industrialize late, the industries have to be able to compete on the world market ■ They are only able to do this if the state helps them ■ Result: the developmental state 	<p>and they argue that in states which industrialized late basically the state has to play a role to help the economy because the economy can’t do it on its own and the result of course is the developmental state which we see in east Asia </p>
<p>[Slide 41] The developmental state</p> <ul style="list-style-type: none"> ■ According to Johnson this has these characteristics: ■ The main priority of the state is economic development – and not equality or social welfare ■ The state is committed to private property and the market – but the market is carefully controlled by the state ■ Within the state bureaucracy, a guiding agency, such as MITI, takes the lead 	<p>[–] so what is a developmental state well it’s a state where the main priority [9:30:00] of the state is economic development it’s not so interested in equality it doesn’t mind if there’s a few poor people and lots of rich people you know it doesn’t matter what’s necessary is economic growth its not so interested in welfare its not so interested in welfare good education systems good health systems spending lots of money on pensions this is not something the developmental state is interested in its more interested in putting all that money back into the economy so it grows quickly and the market’s actually fairly carefully controlled by the state and the markets actually fairly carefully are controlled by the state just as MITI used to control you know foreign exchange and the flow of oil and chemicals to the key industries within state therefore you need a burea- a guiding agency like MITI to take the lead you need some bright people making plans in the ministries</p>

	and then guiding the rest of the <i>um</i> economy so this is the developmental state [9:31:00] these are the kinds of states Johnson argues that you find in East Asia
[Slide 42] The developmental state ■ This model fits the facts quite well in Japan and Korea ■ But it more difficult to apply elsewhere ■ Relations between the state and business are different in different states ■ The regime in Hong Kong intervened least in the market, leaving it to companies and workers to negotiate their arrangements	<i>umm um</i> well other people have said yes fine this works very well in Japan and Korea actually Japan and Korea really are developmental states they are rather similar you know you've got the government taking the lead in economic development but it doesn't work elsewhere in other states and other parts of east Asia the model is a bit different for instance in Hong Kong actually the government intervened very very little in the economy during the colonial period before it was handed back to China in nineteen ninety seven it was left to the companies and workers to negotiate with each other and make their own arrangements
[Slide 43] The developmental state ■ The state in Singapore seems to be much stronger ■ The state plans and provides infrastructure and education ■ Lee Kuan Yew's aim was to turn Singapore from a port economy to a modern industrial economy, stressing English education ■ But most of the investors are foreign, with no support from the government	<i>um</i> the state in Singapore seems much stronger we all know Singapore was run by years for years by a really strong leader called Lee Kuan Yew he is still there he is still called the senior minister [9:32:00] he is still in the background and Singapore is a very small place so everyone knows someone who knows Lee Kuan Yew [la] you know Singapore is the size of sort of <i>um</i> I don't know Osaka a third of the size of Tokyo so its actually very small and very compact very easy to run Lee Kuan Yew's aim was to actually turn Singapore from a port economy Singapore used to be really very poor actually it was just a port it was a convenient stopping point between Europe and Australia if you were going by ship or by air and he decided to turn this into a modern industrial economy he stressed English education he realized if people could speak good English then they could actually get contracts from America and Europe much more easily <i>um</i> most of the investors though are foreign in Singapore and investment hasn't been supported by the government so its not like Japan and Korea where the government has taken the lead in investments [9:33:00] but it has been a strong leadership and <i>um</i> certainly Lee Kuan Yew has some very interesting ideas about how the country should develop
[Slide 44] The developmental state ■ What the state did provide was ■ A well educated work force – with the emphasis on education in English ■ Stable labor relations – with labor activism carefully controlled by the state ■ Controls on the informal sector (small business, trade etc) as an alternative to work in the formal sector ■ High rise housing – which helped reduce the birthrate	[-] so what the state did provide in Singapore was a well educated work force lots of English speakers around stable labor relations basically <i>um</i> trade unions were controlled labor leaders were punished if they got out of line there were controls actually on the informal sector this is an interesting one if you go to most Asian countries you see hundreds and hundreds of traders in the street you know selling things in Singapore all this was carefully controlled street traders were moved out and street traders had to have licenses the number of street traders actually went down and also finally of course <i>um</i> Singapore controlled its birth rate <i>um</i> the number of babies born suddenly went right down the reason was that everyone was put into high rise houses [9:34:00] if you have a small two room apartment you don't have many babies okay [la] [#] its very inconvenient <i>um</i> so family size fell so fast in Singapore that eventually the government was giving out money to some women well educated women to have more babies [la] basically because the birth rate had actually gone down so much
[Slide 45] The developmental state ■ Taiwan had a stronger state still, which did invest in production ■ But the main success has been small and medium size enterprises in export industries – and these have	[#] Taiwan also had a very strong state in the early days but actually in Taiwan the main success has not been with the big industries at all but with smaller industries high tech industries <i>um</i> ah export industries like computers Taiwan is the biggest success story in the computer business and they've been very successful because they've had very good management and also because labor

<p>not received much direct government support</p> <ul style="list-style-type: none"> ■ They have been successful because of ■ Good management ■ Low costs of skilled labor 	<p>costs have been relatively cheap compared with places like Korea <i>um</i> Japan and <i>um</i> Europe you know where wages rose quite quickly with economic growth </p>
<p>[Slide 46] The developmental state</p> <ul style="list-style-type: none"> ■ All this suggests that the success of the NIE's (newly industrializing economies) lies not just in either the market or the leadership of the state ■ What we find is a <i>balance</i> of the state and the market ■ The state encourages private firms to accept its long-term vision to achieve national goals 	<p>so all this suggests that actually [9:35:00] the success of the NIEs all these countries are some sometimes called NIEs that's to say newly industrialized economies <i>um</i> this lies not in either the market or the leadership of the state but it's a balance you need both a dynamic market dynamic businessmen lots of investment lots of good ideas but you'll also need the state to help the state helps in different ways in different countries but the state actually does help it provides the stable basis you find political stability rulers don't change very often there's very few revolutions there's very few political coups this makes business much easier to run over the years </p>
<p>[Slide 47] China and high-speed growth</p> <ul style="list-style-type: none"> ■ Finally what about China? ■ The Chinese economy started to grow after the end of the Cultural Revolution with the death of Mao in 1976 ■ After political conflict, Deng Xiaoping emerged as the new leader behind the scenes ■ The result was a new 'open door policy' to foreign trade, and economic reform 	<p>[--] finally well what about China I'll give you a break after this I promise [la] okay I'll just talk quickly about China the Chinese economy started to grow at the end of the cultural revolution with the death of Mao Zedong [9:36:00] in nineteen seventy six and till this point Chinese economic growth had kind of been up and down ever since the revolution you know you kind of got the Chinese economy doing that because and every time it started to grow there would be more political upheavals economic growth would be disrupted normally what happened was basically you had political upheaval the economy would go down Mao Zedong would then call in a man called Deng Xiaoping Deng Xiaoping and he would fix the economy then Deng would be sacked and the whole circle would start over again well eventually Mao died and by nineteen seventy eight Deng Xiaoping actually emerged as the major leader in China he was very careful he never became the President he never became the Prime Minister he never became the head of the party he just sat there in the background controlling these things Deputy Prime Minister was his title Deputy Prime Minister [9:37:00] and the result was a new open door policy and of course economic reform started </p>
<p>[Slide 48] China and high-speed growth</p> <ul style="list-style-type: none"> ■ The peasants were given greater control over their own land and production with the breakup of the communes and the 'responsibility system' ■ Rural industries developed with the capital accumulated ■ Investment from Taiwan and Hong Kong started to flood into Fujian and Guangdong 	<p><i>um</i> peasants the farmers in the countryside were given greater control over their land and wool industries started to develop with the capital which they accumulated you've also got a lot of investment we often think of Taiwan and China as being opposed politically which is quite true what we don't see is a huge amount of money going from Taiwan into the neighboring parts of China in Fujian basically where Chinese businesses from Taiwan are setting up factories which are very very prosperous same thing is happening with Hong Kong a huge amount of Hong Kong money has gone into Guangdong Province in the south the area round the city of Canton and Guangzhou </p>
<p>[Slide 49] China and high-speed growth</p> <ul style="list-style-type: none"> ■ The standard of living for many Chinese rose rapidly ■ As in Japan during its high-speed growth, the value of the yuan was kept low to restrict imports and increase exports – this has now become a source of conflict with the US 	<p>[--] the standard of living for many Chinese of course began to rise rapidly <i>um</i> but what's happened is the value of the Yuan of course has been kept nice and low this makes imports [9:38:00] into China very very cheap very very expensive but it makes Chinese exports to the rest of the world very very cheap [la] and of course this has now become a source of a quarrel between America the Americans keep sending people to China saying please please please raise the value of the Yuan so that you won't sell us much in America and the Chinese not surprisingly say hmm no we don't want to do that</p>

	[la] okay so this is a quarrel which is going to become very serious in the next few years as the Americans try and pressure the Chinese to <i>um</i> increase the exchange rate
[Slide 50] China and high-speed growth <ul style="list-style-type: none"> ■ There are similarities between the patterns of growth in Japan and China: ■ Land reform led to a growth of agriculture ■ Low exchange rates protected local industries ■ The state channeled resources into important sectors of the economy 	there's still similarities between the pattern of growth of Japan and China of course you've got land reforms which led to a growth of agriculture in both countries after the war you've got the exchange rate it was low in both countries meaning that they could export their goods and of course in both countries the state has channeled resources into the important sectors [9:39:00] of the economy so China really now has its own developmental state you know deciding which bits of the economy are going to grow
[Slide 51] China and high-speed growth <ul style="list-style-type: none"> ■ But there are also similar problems ■ Rapid urbanization and large cities ■ Environmental pollution ■ A massive fall in the birth rate ■ Economic success breeding corruption and scandal ■ A loss of competitiveness in developed areas, as wage rates rise along with the standard of living, resulting in jobs moving to regions with cheaper labor 	there's also similar problems in Japan and China of course you've got rapid urbanization huge cities you've got environmental pollution I'll talk about that later you've got a massive fall in the birth rate in both Japan and China and Singapore and Korea and Taiwan actually the one child family seems normal now you don't need a one child policy to get one child families what you need is very expensive education [la] okay and then people start having less kids [--] you've got economic success of course but then you've got corruption and scandal both in China and Japan and of course what's also happening is now the <i>um</i> the wage rates rise so factories start to move to places where labor is cheaper Japan moved a lot of its factories to Asia [9:40:00] now China is moving a lot of its factories to the inner parts of China where wage rates are cheaper where there's lots of unemployment and lots of people wanting to do jobs
[Slide 52] Politics and growth in the Asia Pacific <ul style="list-style-type: none"> ■ But what about the countries of the region which have not experienced high-speed growth? ■ What are the reasons for this? ■ What are the future prospects for growth? 	[--] what about the countries of the region which haven't had high speed growth well there are some <i>um</i> obviously in countries like Cambodia Laos and China for a long time there was a lot of conflict going on a lot of warfare which kept down economic growth
[Slide 53] Vietnam <ul style="list-style-type: none"> ■ Vietnam recovered slowly from the war for a number of reasons: ■ Involvement in wars, in Cambodia, Laos, and with China ■ American aid and trade sanctions ■ A highly centralized government which gave little room for local initiatives 	some countries like Vietnam have suffered from <i>um</i> trade sanctions for a long time after the Vietnam war the Americans wouldn't trade with Vietnam and you've got highly centralized governments in some of these countries which give little room for local initiatives
[Slide 54] Vietnam <ul style="list-style-type: none"> ■ Things improved in the 1990s ■ Peace agreements with Cambodia and Laos ■ End of American sanctions ■ Relations established with EU and Japan ■ Membership of ASEAN ■ Tourism is being developed ■ Like China, Vietnam hopes to benefit from cheap labor, and a well-educated population 	<i>um</i> things have improved in the 1990s Cambodia has become much more peaceful of course so has Laos American sanctions against Vietnam have ended you've got lots of relationships with the EU springing up ASEAN's proving to be [9:41:00] an interesting exercise in economic development economic unity tourism is being developed many of the poor areas now have lots of tourists coming in that's helping the economy and places like Vietnam of course hope to benefit from cheap labor the education system is very good <i>um</i> a lot of industry will start to move to places like Vietnam as <i>um</i> wage rates in other countries become too high
[Slide 55] North Korea <ul style="list-style-type: none"> ■ Like Vietnam and China, N. Korea was a communist state, with a charismatic and long-lasting leader (Kim Il Song, d. 1994) 	[--] North Korea is a bit of a problem it's a communist state of course <i>um</i> the first leader of north's Korea lasted a very long time he only died in nineteen ninety four this was Kim Il Sung but basically <i>um</i> he'd encouraged a personality cult the whole country

<p>■ But in the case of North Korea, Kim encouraged a personality cult, in which the country depended on him as a wise father figure</p>	<p>depended on him as a wise father figure go to north Korea and you'll see statues of Kim Il Sung pictures of Kim Il Sung and his son everywhere </p>
<p>[Slide 56] North Korea</p> <p>■ North Korea's economic policy stressed self-reliance</p> <p>■ It also stressed old-style heavy industrialization, rather than increasing the supply of consumer goods and the standard of living</p> <p>■ Despite equality of incomes and a good welfare system, living standards lagged increasingly behind South Korea</p>	<p><i>um</i> what happened though was North Korea stressed old style heavy industrialization what it didn't do was produce [9:42:00] consumer goods which its people could actually use and <i>um</i> in fact increasingly the living standards lagged behind South Korea until about nineteen sixty six for a very long time North Korea actually was just as rich as South Korea but in the middle of the 1960s South Korea overtook North Korea and since then its been getting richer and richer and richer and North Korea has been getting poorer and poorer and poorer </p>
<p>[Slide 57] North Korea</p> <p>■ The government also spent huge amounts on the military</p> <p>■ A peace treaty with South Korea had never been signed</p> <p>■ North Korea saw itself threatened by the South, backed by the US</p> <p>■ It embarked on its own atomic weapons and rocket programs – leading to a confrontation with the US</p>	<p>and of course <i>um</i> the government in North Korea spends huge amounts on the military if you haven't got much money and you're spending it all on the army the rest of the economy doesn't grow very much so North Korea is very good at producing missiles but no good at producing rice this is a big problem </p>
<p>[Slide 58] North Korea</p> <p>■ In the early 1990s, after the fall of communism in Europe, things got bad</p> <p>■ Kim Il Song died, and it took a long time for Kim Jong Il to formally take his place</p>	
<p>[Slide 59] North Korea</p> <p>■ There were massive floods which disrupted agriculture: 0.5m homeless</p> <p>■ Result: famine, and widespread malnutrition → North Korea tried to bargain arms deals for food</p>	<p><i>um</i> you've also got of course <i>um</i> major problems with massive floods bad weather disruption of agriculture there's been famine widespread now malnutrition and North Korea is basically trying to bargain [9:43:00] arms and disarmament in return for economic aid and food so the economy really is in a mess </p>
<p>[Slide 60] The future of the Asia Pacific economy</p> <p>■ What about the future?</p> <p>■ The main trend for the moment is for China to experience high-speed growth and become the world's largest economy</p> <p>■ As with Japan earlier, reasons for its success include a low exchange rate for the yuan and a high level of exports</p> <p>■ But there are problems in the future</p>	<p>[--] what about the future well [-] basically China will become the world's largest economy very quickly if present growth is continued <i>um</i> if it keeps a low exchange rate and a high level of exports this will happen very soon but there are problems in the future </p>
<p>[Slide 61] The future of the Asia Pacific economy</p> <p>■ First, there is now pressure on the Chinese to revalue the Yuan and this will probably reduce the level of exports</p> <p>■ Second, there is the Taiwan problem, which remains unresolved</p> <p>■ Economically, the two Chinas are closely linked, but the possibility of conflict remains</p>	<p>there's pressure on the Chinese to revalue the Yuan this will make the exports more expensive there is still the problem of Taiwan economically they're very closely linked but the two Chinas could easily go to war if mainland China decides to re-conquer Taiwan and take control of it again that's a big issue X in this university is one of the world's experts on the Taiwan problem he writes books and articles about it </p>
<p>[Slide 62] The future of the Asia Pacific economy</p> <p>■ Third, China's population is still growing</p>	<p>[-] thirdly of course the Chinese population is still growing [9:44:00] even if the number of children declines as it has in China the problem in China sorry in Japan the problem in China is that the</p>

<p>■ Even if the number of children is in decline, the old people are living much longer, as has been the case in Japan</p> <p>■ Fourth, this population growth is putting pressure on China's agriculture</p> <p>■ Fifth, the economic growth S and E Asia is producing a "brown cloud" of pollution over the entire region, and this will affect agriculture seriously</p>	<p>old people are living longer and longer and longer [la] so the population isn't going down [la] because all these old people don't die [la] you know the same problem is the same problem in Japan <i>um</i> this population growth is putting pressure on China's agriculture there isn't enough land finally this is a very sobering thought I was at a conference over this summer in Thailand and people were talking about the Asia brown cloud now if you haven't heard of the Asia brown cloud you should the Asia brown cloud is a nasty cloud of pollution and you know basically things that's shouldn't be there its turning the whole sky brown and this is in an area which extends right way across from India right away into Indonesia [9:45:00] and belong beyond area photographs show a whole big brown cloud the size of that of the United States across this area this is bad news very very bad news because where you've got the brown cloud you don't get so much sunlight and agricultural production is going down and down and down bad news it also moves the weather it moves the weather side ways so that you don't have enough rain in the west of this region over Pakistan Afghanistan but you have much too much rain in the east of the region over <i>um</i> South East Asia <i>um</i> over Eastern China and the result is very bad flooding lots of hurricanes lots of storms so this is having a serious effect on agriculture already </p>
<p>[Slide 63] The future of the Asia Pacific economy</p> <p>■ Finally, of course, the industrialization and motorization of China will lead to two unfortunate effects</p> <p>■ An increase in CO2 and therefore of global warming</p> <p>■ Increasing pressure on the world's supplies of oil – most of which will still have to come from the Middle East</p>	<p>and of course you've got industrialization and motorization in China if China starts having as many cars as Japan [9:46:00] you're going to have huge increase in carbon dioxide and an increase in global warming also you won't have enough oil this is really bad news if the whole of China had the same economic level of development as Korea it would use twice as much oil as there is now in the world this is really bad news [la] okay </p>
<p>[Slide 64] The future of the Asia Pacific economy</p> <p>■ So in the long run, if present trends continue, China's economic growth may be harmed by its increasing environmental problems</p> <p>■ And there could be increasing conflict between Japan, China, and (a reunited?) Korea for energy – and of course, China and Korea, and possibly even Japan, would have nuclear weapons.</p> <p>■ Scary stuff!</p>	<p><i>um</i> so you might get actually China's economic growth being harmed by the environmental problems and there could be an increase in conflict between Japan and China and of course a reunited Korea a reunited Korea would have nuclear weapons wouldn't it [-] <i>ah</i> just think of that if South Korea and North Korea get together it would be a nuclear country China already has nuclear weapons [-] Japan could put them together probably in a few weeks because its got all the technology and all the stuff this is really scary because if China and Korea [9:47:00] and Japan suddenly start fighting over the oil supply which is all coming from the Middle East its scary stuff </p>
Slide Text	Actual Lecture Text
	<p>[-] okay right I'll stop there I've gone on much too long <i>um</i> I'll stop there <i>um</i> yeah firstly I'll give you five minutes if anyone's got any questions or comments <i>um</i> [--] stick you hands up and I'll try and deal with them oh there is a there is a question at the back [la] [#] yeah [#] that's a very good question <i>um</i> what you're saying is America now is pressing China to increase its exchange rates what about Japan well the answer is this in 1971 or thereabout its 1971 to 1973 the Americans [9:48:00] were fighting the war in Vietnam just like they are fighting the war in Iraq now [-] and they were running out of money very very fast okay and at that time they let the exchange rate in America float the dollar</p>

	<p>began to float okay [-] and all the other currencies began to float including the Yen and the result was the Yen began to change its exchange rate it did change quite a lot by the early 1990s you know the exchange rate against the dollar was very similar to what it is now secondly in 1985 there was an agreement between America Japan and some of the European countries again but the Japanese were actually increasing their exchange rate so actually America's tactics have always been to try to negotiate with countries with which its got balance of payments problems and to try to persuade them to move the exchange rate up in the 1980s and certainly the 1970s the Japanese exchange rate did float up now its floating [-] you probably notice these days [9:49:00] because of the war in Iraq prob- partly <i>um</i> the American dollar is actually going down the Japanese Yen is going up but its all floating the Yuan's a problem because the Chinese government has fixed the actual rate at a fairly low level and the Americans want the government to change their policy and let the Yuan float up a very good question yeah any other ones yeah [#] hmm yeah sure [#] oh sure yeah <i>um</i> the question here is a <i>um</i> the the Americans want the <i>um</i> [9:50:00] Chinese to im- raise their exchange rate <i>um</i> do they also want the wages to increase I think the main mechanism is the exchange rate quite honestly ah they're they're leaving the wage rates basically in China as they are although there is pressure from international organizations making noises about Chi- some Chinese workers being paid very low wages for producing goods for the American market but the main mechanism now is the exchange rate if you raise the exchange rate if Yuan goes up this would reduce [-] Chinese imports to America because the cost of Chinese goods would rise at the same time American goods would become cheaper in China so the Americans would be able to sell more cars more machinery and more equipment there okay so the main the the exchange rate is the key one [-] yeah [#] okay change of microphone okay <i>um</i> what I will do now is basically <i>um</i> we're [9:51:00] running a bit short of time so if you don't mind I'll just carry straight on okay I'll finish the third thing I want to talk about which is ethnicity and then if there is five minutes left at the end uh I'll give another chance for questions okay </p>
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1. Slide Text	2. Actual Lecture Text
[Slide 65] Topic 3. Ethnicity and the nation state	so I'll move on to the third topic I want to cover which is ethnicity and the nation state [-] so please wake up again sorry I didn't have time to give you a cup of coffee but you know <i>um</i> uh I'll I'll carry on and try and finish as quickly as I can [-]
[Slide 66] Ethnic relations and the nation state ■One thing which most Asia Pacific countries have in common is ethnic diversity ■And ethnic diversity is not helpful to political stability, as the example of Indonesia, Russia, the former Yugoslavia, etc etc. show us	right well one thing which most AsiaPacific countries have in common is ethnic diversity most Asian countries with very few exceptions Japan is one Korea is another have lots and lots of ethnic groups speaking different language and having different cultures and of course where you've got lots of ethnic diversity its not very helpful for political stability [9:52:00] very often in countries in which there's most political problems are actually the ones which have lots of different ethnic groups there's are some very good examples in Africa of course [la] with most famous cases but places like Indonesia where certain provinces want to break away and be independent former Soviet Union Russia former Yugoslavia all these show us that you know these countries can break up and that you know that ethnic groups can

	demand independence and in some cases get it
<p>[Slide 67] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■What are ethnic groups? There are lots of different definitions, both objective and subjective ■Sometimes the state plays a role by officially defining the ethnic groups within it (as in Malaysia, China or Singapore). ■Everyone is an official member of an official ethnic group. 	<p>[--] but we've got a problem here what is an ethnic group there's lots of different definitions sometimes the state plays a role by officially defining the ethnic groups within it as in Malaysia China Singapore people actually have documents saying which ethnic group they belong to I am Chinese I am Indian I belong to the Baha'i minority I am Tibetan [9:53:00] [la] okay the country actually officially defines people as belonging to one or other of a number of officially recognized ethnic groups and it's a very interesting question how these ideas developed since the colonial period up to now </p>
<p>[Slide 68] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■Objective definitions of ethnicity focus on groups which are culturally different e.g. from the point of language, religion, and so on ■Subjective definitions of ethnicity focus on groups which <i>think</i> they are different and separate from each other ■These differences may not be very good but the group members <i>think</i> they are important! 	<p>[--] <i>um</i> definitions of ethnicity by outside people often focus on groups which are culturally different from the point of view of language religion in many countries its quite easy to spot people from ethnic groups because they look different or they wear different clothes or they speak different languages or they go to different churches or mosques or they eat different food you know ethnic groups do all these things but sometimes of course you get people who are basically the same as each other but they think they are different this is very important you can get situations where people actually think they are different and that makes them [9:54:00] into a different ethnic group </p>
<p>[Slide 69] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■A famous example from Europe is the difference between Croats and Serbs in the former Yugoslavia ■They speak the same language, and have mostly the same culture ■Differences lie in (a) former religious differences (Catholic and Greek Orthodox) and in alphabet (Roman and Cyrillic, similar to Russian) 	<p>very good example of this of course is in former Yugoslavia the difference between Serbs and Croats what is the difference between a Serb and a Croat well actually the language is very similar its written in different ways the Croats use romaji and the Serbs use something that looks very much like Russian it's a variation on the Russian or Greek alphabets the differences lie really in the former religious differences Croats were usually Catholics and <i>um</i> Serbs belong to the Greek Orthodox Church which is popular in Eastern Europe and of course in alphabet </p>
<p>[Slide 70] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■These groups were in conflict in the Second World War but coexisted peacefully during the Communist period, when Joseph Tito was President ■When Tito died and Communism collapsed, they started fighting and Yugoslavia broke up! 	<p>[--] but also of course Serbs and Croats also came into conflict in the Second World War generally the Croats supported the Germans and the Italians and the Serbs were supporting the Russians the British and the Americans so there was a lot of fighting then after the war though you have a communist government a guy called Josip Tito [9:55:00] was in charge for a very long time as the president and he was able to keep you know this ethnic conflict undercover for a long time people didn't think that this ethnic conflict was there anymore that it had gone away Serbs Croats were living together quite happily religion wasn't as important anymore because it was a communist government and of course many Serbs and Croats were actually marrying each other living together you know and getting on apparently quite well but when Tito died communism collapsed the basis of the new political parties was actually ethnicity and the result was a lot of conflict and civil war and Yugoslavia actually broke up and this is the process we see going on today so the question was not what's the difference between the Serbs and the Croats the important thing is for historical reasons the Serbs and the Croats saw themselves as being very different </p>
<p>[Slide 71] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■Also cultures are changing all the time, so it is difficult to talk about 'cultural differences' between groups when these cultures are constantly in flux. 	<p>[--] also there's another thing about culture there is [9:56:00] no such thing as Chinese culture or Japanese culture which is fixed its always changing okay traditional Japanese culture was things like raw fish and kimonos how many kimonos do you see at</p>

<p>■In fact, in the Asia Pacific there are many different types of ethnicity, with quite different causes</p>	<p>APU come on its like the Scottish kilt you know everyone knows the national dress in Scotland is skirts which men wear but if you go to Scotland you never see this dress but the only place in Japan you'll see a kimono is in Kyoto otherwise you don't see them very often you know so traditional culture really has changed Japanese culture for many people is now manga anime J-pop you know these kinds of things these new elements of culture culture is actually changing all the time [-] in the AsiaPacific as a whole though there's quite different types of ethnicities in different countries so I just want to summarize these briefly because they have quite different causes </p>
<p>[Slide 72] Ethnic relations and the nation state ■1. Colonies of settlement – where a large settler population lives alongside a small ‘aboriginal’ local population ■Examples include Canada, United States, Australia, New Zealand, where settlers of mainly European origin form the majority ■Curious cases are those of Taiwan and Hokkaido, where the settler populations are the Chinese and Japanese</p>	<p>firstly [9:57:00] there's a number of countries in the Asia Pacific where you have colonies of settlement what happened was that a big population came in from outside and settled alongside a small aboriginal local population [-] this includes Canada United States Australia and New Zealand where mainly Europeans came in and they settled alongside a local population of <i>um</i> a Australian aborigines Maoris in the case of New Zealand and of course native Canadians native Americans in the case of North America you've also got two curious cases in East Asia of course Taiwan and Hokkaido both of which have their very small aboriginal populations representing the original people who were there when the Chinese and the Japanese came in so its not just North America and Australia you've also got aboriginal populations in Taiwan and Japan </p>
<p>[Slide 73] Ethnic relations and the nation state ■1. Colonies of exploitation, where there was a small settler population and a large local population ■Best examples were during the colonial period, where a small group of colonialists (British, French, Japanese, Dutch, etc.) dominated the local peoples ■Examples: India, Indonesia, Indochina</p>	<p>[-] secondly there's a different kind of colonialism there's colonies [9:58:00] of exploitation this is where there was a very small secular population and a very large local population the best examples were during the colonial period where you get small groups of colonists coming in British French Japanese Dutch and dominating the local people the three great examples in Asia of course were India which was controlled for many years by the British Indonesia which was controlled for many years by the Dutch and Indo-China that includes Vietnam Laos and Cambodia which was controlled for many years of course by the French </p>
<p>[Slide 74] Ethnic relations and the nation state ■Generally these colonial minorities disappeared after the end of WWII and during the period of decolonization ■But there are still small groups of foreign businessmen left in places like Singapore, Hong Kong, etc.</p>	<p>[-] but gradually after the end of world war two these countries got independence and these colonial minorities the colonialists these Europeans that used to live there generally went back to their own country <i>um</i> but there are still small groups of businessmen of course left in places like Singapore and Hong Kong you still see a lot of European businessmen just as you did in the colonial period [9:59:00] there but these are special cases </p>
<p>[Slide 75] Ethnic relations and the nation state ■3. Labor and trade migrations and diasporas dating from the colonial period ■In many colonies, the colonial powers found they were short of labor ■Labor was shipped in from the world's two great labor reservoirs, India and China ■Result → overseas Indian and Chinese diasporas</p>	<p>[-] a third kind of ethnicity is where you get labor and trade migrations and diasporas dating from the colonial period in many colonies in many parts of the world not just Asia Pacific the colonial powers Britain France Holland you know America found they were very very short of labor now you probably noticed that just two countries in the world include about a third of the world's population they are China and India China and India have always had the biggest populations ever since you know two thousand years ago so whenever anyone is short of labor the first place they look for of course is China and India [1a] [-] the result is that Chinese and Indians have spread all over the world the overseas Indians and Chinese diaspora they've</p>

	been taken as laborers to other parts of the world by colonial powers they've settled there
<p>[Slide 76] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ Many diaspora migrants eventually moved into business or government service through education ■ In some countries (Malaysia, Singapore, Fiji) diaspora communities make up a very large part of the population ■ This can easily result in conflict (as in Malaysia in 1969 or Fiji more recently) 	<p>[10:00:00] they've moved into business they've become very very successful and the result is the network of overseas Chinese and overseas Indians which we see today [--] many of them move into business many of them move into education they move into government service and in some countries <i>um</i> for instance Malaysia Singapore Fiji diaspora communities make up a huge part of the population in the case of Singapore nearly everyone belongs to a diaspora community because of course Singapore itself was just a tiny village when the British moved there in the early nineteenth century Fiji one of the problems there is that half of the population there consists of people of Indian descent who settled there during the colonial period and of course run most of the businesses and have most of the money so this can easily result in conflict in Malaysia in nineteen sixty-nine actually there were very very serious riots between the Malay community [10:01:00] on the one hand and the Chinese community on the other [la] as in many of the Malaysian cities there was a very large Chinese population and again <i>um</i> they were the wealthiest part of the community they ran many of the businesses and then of course you've got the conflict in Fiji more recently which you probably remember from last two or three years </p>
<p>[Slide 77] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ A slightly different case is that of the Africans involved taken to the Americas during the 17th and 18th centuries ■ They went not as colonial laborers but as slaves ■ Their descendants are scattered throughout North and South America ■ The result of slavery and discrimination has been a long struggle for political and civil rights 	<p>[--] slightly different case of labor migration is if you look at America and I mention this because this is also true in Latin America as well Africans were taken into the Americas during the 17th and 18th centuries as slaves <i>um</i> their descendants have scattered through out North and South America look at the Brazilian football team you'll see the effects of African descendants in Brazil same in Cuba many of the athletes are of African descent [-] and the result of course of slavery and the discrimination that followed there's been a long struggle for political and civil rights so large parts of the Western Pac- [10:02:00] sorry the Eastern Pacific that is to say America has these race relations problems dating from the slavery period </p>
<p>[Slide 78] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ Many Koreans in Japan came as laborers during the colonial period ■ After the end of WWII, and Korean independence, their legal status changed, and became rather complicated ■ Many Korean families long resident in Japan were treated as foreigners ■ Eventually they were also divided into North and South Korean groups, and subject to discrimination 	<p>[--] <i>um</i> a similar example to this is actually is the Koreans in Japan during the colonial period the Japanese brought in many Koreans as laborers after the end of World War Two many went back to Korea but some stayed in Japan and their political and legal status became very complicated because of course Korea became independent and stopped being part of the Japanese empire and for the first time actually many of the Korean families who'd been in Japan for a very long time were suddenly treated as foreigners they had to carry around cards you know saying I am a foreigner I am a registered foreigner in Japan most of these people of course were born in Japan so this has been a big issue for the last few years you know the status of the Koreans <i>um</i> and of course these were also then complicated further by the division into North Korea and [10:03:00] South Korea so Japan had groups of Koreans saying we are North Koreans and groups of Koreans saying no no no we are South Koreans [la] and there are still these two communities in Japan which are still <i>um</i> [-] largely separate from each other although they are coming together largely and many of course are taking Japanese citizenship as well so the situation of the Koreans in</p>

	Japan is changing very very rapidly actually it's a very very interesting case
<p>[Slide 79] Ethnic relations and the nation state</p> <p>■4. Relations between different immigrant minorities</p> <p>■The influx of outsiders in some cases leads to different groups of migrants divided by culture, language, etc, sometimes competing for power</p> <p>■A good example is the US where there are well organized groups of Italian Americans, Jewish Americans, Asian Americans, African Americans etc etc.</p>	<p>you've also got relations between different immigrant minorities <i>um</i> you get lots of outsiders coming in and they form different groups in the population excellent example is the Americans of course <i>um</i> you've got well organized groups of Italian Americans people with Italian names they came from Italy <i>um</i> you've got Jewish Americans most of whom came from Eastern Europe and <i>um</i> many of whom now have close links with Israel but nowadays of course especially if you go to San Francisco you've got huge numbers of Asian Americans [10:04:00] as well people of Chinese Taiwanese <i>um</i> Korean and Japanese descent and then of course you've got African Americans all over America America's very very complicated because most of the Americans consist of populations that came in from outside in different historical periods and they still retain <i>um</i> identities and links from their places of origin and they compete for power so in American elections the Italian Americans often form a tight knit group which decides to vote for one party or the other </p>
<p>[Slide 80] Ethnic relations and the nation state</p> <p>■5. Multicultural populations resulting from colonialism</p> <p>■Political boundaries in the colonial period were drawn by outsiders rather than local people</p> <p>■So political, ethnic and language boundaries did not coincide!</p>	<p>[--] a fifth example of ethnicity is multicultural populations resulting from colonialism many countries in the third world have boundaries which were established by the French the British the Dutch the Americans during the colonial period rather than by local people and what happened was that the political ethnic and language boundaries didn't coincide </p>
<p>[Slide 81] Ethnic relations and the nation state</p> <p>■This means that in many former colonies there are many different ethnic groups</p> <p>■Often (as in Southeast Asia) one or two groups form a dominant majority, while other groups (often smaller groups in mountainous areas) form minorities</p> <p>■The existence of oil etc. in minority areas can make things complicated (as in Aceh in Indonesia)</p> <p>■Local people want independence, central government wants a united nation!</p>	<p>Europeans drew lines on the map [10:05:00] and said this is our colony but of course there were many people speaking different languages and with different cultures inside these boundaries and so in many former colonies there's different ethnic groups now what actually happens in South East Asia is quite interesting you've often got a big majority population which lives on the flat land where they grow lots and lots of rice [1a] and then up in the hills you've got different groups of people speaking different languages with different economic systems and of course quite different cultures you find this in Burma you find this is Thailand and you find this in Laos you find this in China you know up in the hills are these different groups these minority groups with quite different cultures and of course where you discover things like oil in minority areas you've also got a problem example of this of course is Indonesia at the moment where a lot of the oil comes from a place called Aceh [10:06:00] and the Aceh people are suddenly saying well you know we'd be much better off if we were independent and if we had all this nice oil to ourselves [1a] so of course there's sort of independence movement there but other parts of India or Indonesia of course also have local independence movements and in one case out of East Timor bit of a special case it actually broke away a few years ago and has become a separate country so you've always got this problem in countries like Indonesia of keeping the country together very difficult to keep these multiethnic countries together particularly where you've got things like oil and competition for control of the oil supply </p>
<p>[Slide 82] Ethnic relations and the nation state</p> <p>■6. The cases of Russia and China</p>	<p>[--] We ought to talk a bit about Russia and China too they're rather special cases <i>um</i> Russia <i>um</i> formerly the Soviet union and</p>

<p>■Russia (and formerly the Soviet Union) and China are both very large, with a large number of minority ethnic groups</p> <p>■In the Soviet Union, ethnic minorities were given some autonomy within Russia, or formed separate republics, which became independent at the end of 1991</p>	<p>China are both very large so of course they have a large number of ethnic groups in the Soviet Union <i>um</i> [10:07:00] Stalin had some interesting ideas about ethnic groups he thought generally ethnic groups should be given a bit of autonomy <i>um</i> ethnic languages should be encouraged <i>um</i> he would set up areas around the country where different ethnic groups could sort of have their little republics and in parts of Russia of course <i>um</i> in parts of the Soviet union these republics actually became independent at the end of 1991 end of 1991 the Soviet Union broke up and this left ah fourteen little republics all round <i>um</i> in the Baltic in the Caucasus and in central Asiaand then one big republic Russia the very big one including the whole of Siberia which we see now so in a sense a lot of Russia's problems with ethnic groups have gone away because they're independent but notice still in Chechnya there's still a group of people that say we don't want to stay in Russia we want to be independent </p>
<p>[Slide 83] Ethnic relations and the nation state</p> <p>■In China, most of the population are 'Han Chinese', speaking related forms of Chinese (but which may not be mutually intelligible) Mandarin/Putonghua, Cantonese, etc.</p> <p>■But there are many minorities throughout the country</p>	<p>[10:08:00] [--] in China rather similar <i>um</i> what you've got is the Han Chinese these are people speaking the Chinese language Pudong Hua Mandarin and related dialects sometimes of course they can't understand each others dialects its very difficult for Cantonese and people from Beijing to understand each other but there are also many minorities throughout the country with different origins </p>
<p>[Slide 84] Ethnic relations and the nation state</p> <p>■China has five 'autonomous areas' where minorities are concentrated: Tibet, Inner Mongolia, Xinjiang (Uighur and others), Ningxia (Hui Muslims), and Guanxi (Zhuang).</p> <p>■Yunnan Province also has many minorities, bordering on Southeast Asia</p>	<p>China actually has five autonomous areas it's got about twenty twenty-one provinces now with Hong Kong and of these five are called autonomous regions and there's a lot of minorities located there these are in Tibet of course inner Mongolia Xin Jiang <i>um</i> where you find groups like the Uigher who are Turkish speaking people Nin Xia where you find the Hue who are Muslims though they are also scattered all over the rest of China as well and Guan Xi which is where you find a group called the Xuan <i>um</i> though there are other minorities down there as well [10:09:00] Yunnan Province isn't an autonomous region but it does have a huge number of minorities along the borders with places like Laos and <i>um</i> other South East Asian countries </p>
<p>[Slide 85] Ethnic relations and the nation state</p> <p>■In the 1950s, the Chinese government decided to do research and decide how many minorities actually existed</p> <p>■Eventually they officially recognized over 50, making up about 10% of the total population</p>	<p>[--] now in the 1950s the Chinese decided they had to do something about their minorities what to do well they did research and they tried to decide exactly how many minorities really existed and eventually they officially recognized about 50 minorities about 55 I think is the real number making up about 10% of the local population so in China roughly speaking 90% are Han Chinese speaking dialects of Chinese and the other 10% are these very interesting minorities mostly scattered around the edge of the country </p>
<p>[Slide 86] Ethnic relations and the nation state</p> <p>■Some of these minorities (Tibetans, Mongolians) suffered badly during the Cultural Revolution (1966-76) when their cultures were attacked and destroyed by the Red Guards</p> <p>■But gradually for some minorities the situation improved</p>	<p>[--] some of these minorities actually had a terrible time during the cultural revolution that was the period in nineteen sixty six to seventy six gangs of young people ran around [10:10:00] the country destroying the ancient culture and in Tibet and places like Mongolia <i>um</i> they killed a lot of the local intellectuals they burnt down or destroyed many of the local temples monasteries in the case of Tibet and it was a terrible period many of the Tibetans fled over the border into India and Nepal but gradually for some minorities the situation began to improve </p>
<p>[Slide 87] Ethnic relations and the nation state</p> <p>■Some minorities found it useful to be minorities!</p>	<p>and some minorities suddenly decided it some minorities suddenly decided that it was useful to be a minority lets be a</p>

<ul style="list-style-type: none"> ■ They were exempt from the “one child policy” ■ They had better access to education ■ They had better access to local government jobs 	<p>minority [la] <i>um</i> they were exempt from the one child family policy this was one thing about minorities because they are such a small part of the population and because some of these minorities have such small populations its only a couple of thousand people in some minorities there’s no one child policy because if there was these minorities would die out very quickly [--] they have better access to education they have better access to local government jobs [10:11:00] so if you can say you are a minority member things actually in some cases are better for you you have better education better jobs and of course more children so you decide you will become a minority member </p>
<p>[Slide 88] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ Results have been curious ■ Some people choose to belong to minorities to which only one of their grandparents belonged – even if they cannot speak the language! ■ And some groups who used to claim to be Han Chinese now claim to be a minority! 	<p>[--] the results have been very very curious some people choose to belong to minorities to which only one of their grandparents belonged so people are saying [-] my granddad was Mongolian great I’m Mongolian too [la] I can’t speak Mongolian I live in Beijing but I’m Mongolian [la] okay so basically <i>um</i> even if they can’t speak the language they can still claim links with one or other of these minority groups through their <i>um</i> parents their grandparents their great-grandparents and some groups who used to claim to be Han Chinese now claim to be a minority there was a famous book written about Yunnan Province many years ago by an American-Chinese [10:12:00] who wrote about this area as being typically Chinese [-] and then suddenly they decided they belonged to a minority now they call themselves the Bahai [la] and they’ve resurrected and reinvented local industries and handicrafts they’ve started a tourist industry based on the fact they are different from the Han Chinese even though a few years ago they considered themselves real Han Chinese so people change their identity if they think its good </p>
<p>[Slide 89] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ Minority culture is also good for tourism, local cultures can be reinvented, performed, and sold to tourists ■ All over the Asia Pacific, local cultures have been resurrected for the tourist market ■ These cultures claim to be “traditional” but in reality are “invented traditions” ■ So cultures and ethnic groups are not just static, they are changing all the time 	<p>minority cultures are also very good for tourism of course [-] <i>um</i> local cultures can be reinvented they can be performed and they can be sold to tourists so all over East Asia you find local groups reinventing traditional songs traditional dances putting on traditional costumes performing them for the tourists and turning this into a new industry just look at the television these days if you look at CNN BBC all the adverts [10:13:00] are for travel these days [la] all the adverts for travel Indonesia Malaysia India they’re all presenting themselves as extraordinarily interesting countries to visit and they are selling their ethnic cultures their ethnic diversities very very clear in the case of Malaysia they’re selling tradition they’re selling their minorities this is becoming their basis for their tourist industry but these cultures are often invented traditions rather than real traditions they’ve been recreated for the tourist market so cultures and ethnic groups aren’t static they change all the time </p>
<p>[Slide 90] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ Nation states which are relatively homogeneous ethnically, like Japan or the UK, are easier to organize politically than multi-ethnic states, where the share for each ethnic group of the “national cake” is a big problem. 	<p>nation states which are quite homogenous like Japan or Britain are easier to organize politically than multiethnic ki- states and to be honest the trouble with multiethnic states is this the different ethnic groups often start struggling over what we call the share of the national cake you know how much cake can we have the cake is a circle we divide it up between the ethnic groups [10:14:00] how much cake can we get if we get more cake other ethnic groups get less cake so its all about the division of the national cake </p>
<p>[Slide 91] Ethnic relations and the nation state</p> <ul style="list-style-type: none"> ■ In the worst cases, economic stagnation can lead to 	<p>[-] in the worst cases economic stagnation can lead to economic competition between political factions based on ethnic groups </p>

<p>increased competition between political factions based on ethnic groups for scarce resources</p> <p>■ This conflict leads to even worse economic decline, as outside investment is withdrawn</p> <p>■ And this increases the desire of some groups to opt out of the system and become independent</p>	<p>you sometimes get <i>um</i> civil war conflict growing and the result is economic decline because businesses don't invest in countries where people are fighting each other very simple so the more ethnic unrest you get the less the investment the poorer people become and the worse the ethnic conflict becomes between the different ethnic groups this is what's happened in Africa but there is a danger of it happening in some Southeast Asian countries as well where there's this ethnic divide <i>um</i> particularly Indonesia of course </p>
<p>[Slide 92] Conclusion</p> <p>■ This has been a very general outline of three main issues</p> <p>■ The definition of the region</p> <p>■ The reasons for high-speed economic growth</p> <p>■ Culture and ethnicity</p> <p>■ What I have tried to show is that culture, politics, economics, and even the environment are closely related</p>	<p>[--] okay well I've nearly finished [10:15:00] [1a] this has been a very general outline of three main issues I've talked about the definition of the region I've talked about the reasons for high speed growth and I've taught about cultural ethnicity what I've also tried to show is that all these things are actually closely related ethnic groups and their relations are related to the economy if the economy [-] is growing ethnic groups live together quite happily if the economy if the economy goes into decline ethnic groups often start fighting each other because they become the basis of political fractions and they are in competition for the national cake </p>
<p>[Slide 93] Conclusion</p> <p>■ Cultures are always changing, and very little real 'tradition' as opposed to 'invented tradition' can be found</p> <p>■ The boundaries and definitions of ethnic groups change according to the political climate, the market, and even the tourist industry</p> <p>■ Driving all of these in the Asia Pacific is the process of Asian high speed economic growth</p>	<p>but culture's always changing very little real tradition as opposed to invented tradition can be found in the region and you find that the boundaries and the definitions of the ethnic groups are changing all the time partly because of the tourist industry and driving all of these in the Asia Pacific region [10:16:00] is this process of course of high speed economic growth which is the main feature of the region since the Second World War </p>
<p>[Slide 94] A note on reading</p> <p>(a) Much of this lecture is based on my paper, "New directions in Asia Pacific Studies", <i>Ritsumeikan Journal of Asia Pacific Studies</i>, vol. 7. This contains many references for further reading on a number of subjects.</p>	<p>okay well I'll leave it there <i>um</i> most of this argument you can find in the paper I wrote </p>
<p>[Slide 95] A note on reading</p> <p>■ (b) You should also be aware of the standard textbooks on the Asia Pacific region which are the five volumes published by Routledge in 1998 for a course at the Open University in the UK.</p> <p>■ You will find articles in these which relate to nearly every course on the AP region taught at APU.</p> <p>■ The five titles are:</p>	<p><i>um</i> you should also note just <i>whoosh</i> [-] one last very last thing you should also know about the standard textbooks on the Asia Pacific region and <i>um</i> I've listed them here this is a set of books which was actually written for the Open University in Britain you'll find them all over the place different courses draw on them <i>um</i> you will find these very very useful when you come to do other courses and I think most of the courses in the university actually draw on readings from these five volumes </p>
<p>[Slide 96] A note on reading</p> <p>■ Eccleston, B., M. Dawson, D. McNamara. <i>The Asia-Pacific Profile</i>.</p> <p>■ Maidment, R. and C. Mackerras (eds). <i>Culture and Society in the Asia-Pacific</i>.</p> <p>■ Maidment, R., D. Goldblatt, J. Mitchell (eds). <i>Governance in the Asia-Pacific</i>.</p> <p>■ McGrew, A. and C. Brook (eds). <i>Asia-Pacific in the New World Order</i>.</p> <p>■ Thompson, G. (ed.). <i>Economic Dynamism in the Asia-Pacific</i>.</p>	<p>anyway I've listed them there you can look up the power point slides and I'll stop there thank you very much </p>

APPENDIX 6: Comparison of Slide and Lecture Text in Lecture 2

1. Slide Text	2. Actual Lecture Text
[Slide 1] Theme parks and fantasy Culture and tourism	
[Slide 2] Theme parks <ul style="list-style-type: none"> • Theme parks are big business as tourist destinations • The world's largest tourist attraction is Disney World in Florida attracting 30m customers a year • The largest attraction in Japan is Tokyo Disneyland attracting 16m customers a year 	[#] okay theme parks are obviously big business <i>um</i> the world's largest tourist attraction is actually [3:00] Disneyland in Florida the only thing that comes anywhere near it is <i>um</i> Las Vegas of course in Nevada (inaudible) this one good [#] it attracts thirty million customers a year <i>um</i> that is huge that is much bigger than many country's entire international tourism market [--] the largest attraction in Japan is actually Disney as well that's in Tokyo <i>um</i> Disneyland in Tokyo attracts 16 million customers a year <i>um</i> this is huge Beppu attracts 12 million strangely enough making it probably the second biggest attraction in Japan [la] but I don't think they spend as much money here as they do in Disneyland
[Slide 3] Theme parks <ul style="list-style-type: none"> • However, there are various kinds of park commonly called theme parks —Amusement parks, offering rides etc. —Theme parks, offering similar amusements but organized round a single theme (California Disneyland, Tokyo Disneyland) —Resort parks including accommodation (Euro Disneyland, Disney World) 	<i>um</i> there are various kinds of parks called theme parks [4:00] <i>um</i> just a sort of typology to start off with <i>um</i> there's amusement parks obviously which offer mainly rides this is an old tradition in <i>ah</i> tourism <i>um</i> there's theme parks offering similar amusements a lot of rides but organized around a single theme of course and so we've got California Disneyland Tokyo Disneyland fall into this category and then there's the resort parks which include accommodation <i>um</i> that includes the Euro Disneyland the Disney World in Florida also Huis Ten Bosch in <i>um</i> Nagasaki which basically has accommodation built in it's a town accommodation within the town and a hotel complex as well
[Slide 4] Origins <ul style="list-style-type: none"> • The origins of these parks are complex. Main influences have included: —Museums —International exhibitions and expositions ('Expos'), popular in the late 19th century as showcases for cities and countries —Traditional holiday resort entertainment such as fun fairs —The film industry 	[--] the origins of these parks are pretty complex but the main influences really include the four I've listed here firstly of course museums and I'll be talking a bit about the in- overlap between museums and theme parks [5:00] the international expositions of ex- exhibitions <i>um</i> expos they're usually called the last one was in Aichi in 2005 in Nagoya of course <i>um</i> the next one will be in Shanghai in 2010 <i>um</i> [-] <i>ah</i> then of course there is traditional holiday resort entertainment such as funfairs with the rides finally a huge influence has been the film industry both because of Disney but also because of some of the theme parks built around the film kinds of <i>um</i> themes [--] so I'll just run quickly over these in turn <i>um</i> some of these themes I've touched on in previous lectures of course this lecture kind of brings them all together because they <i>um</i> all feed into the modern theme park
[Slide 5] Museums <ul style="list-style-type: none"> • Museums became popular from the 18th century • In Europe many aristocrats were major collectors of art and antiquities and their houses became de facto galleries and museums • Much of their collecting was done in Greece and Italy on the 'grand tour' 	museums really became popular from the 18 th century <i>um</i> many of them started with aristocrats [6:00] and they were collectors of arts and antiquities and their houses became defacto galleries and museums <i>um</i> quite a lot of people who had big art collections in the 18 th and 19 th centuries regularly opened them up to either the local people or their friends to actually see <i>um</i> much of their collecting was done of course on the grand tour we've talked about the grand tour before one of the things people did on the grand tour was to build up a big collection of art which they could then furnish their houses with later on so many art collections stemmed from this kind of background
[Slide 6]	with the revolutions of the 18 th and 20 th centuries of course <i>ah</i> many

<ul style="list-style-type: none"> • With the revolutions of the 18th-20th centuries many former royal palaces became museums • In the UK rich house owners were forced to look for new sources of income to help pay for the upkeep of their houses, and taxes when they died 	<p>former royal palaces became museums the two most famous ones I guess are Versailles in Paris Versailles was very sad because at the time of the French revolution the house was re- retained intact [7:00] but most of the furniture and art work in it disappeared and was sold off by the French state <i>um</i> the modern French state has been trying to buy these back and so whenever some of the original furniture from Versailles comes on the market in auctions <i>um</i> the French government is in there bidding trying to get back the furnishings from the original palace the other famous example is the Hermitage the winter palace in St. Petersburg in Russia of course and at the time of the revolution that was retained more or less intact they've had to restore some of the rooms but the art collection basically is still there it was never sold off by the state it was retained as a museum [] many of these sites are in the United Kingdom <i>um</i> one reason there is the taxation system if you've got a lot of money in Britain and you die as in many countries a lot of the money then goes to the state [8:00] [] so the question is what do your children do if <i>um</i> basically they <i>um</i> inherit a very large house and a very large art collection and they have to give 30 or 40% of it to the state the answer is there are various deals they can make one of them is to take a few very famous paintings if they've got them which are worth millions and millions of dollars and donate those to the national collections if the nation- national collections want them the second thing they can do is make an arrangement with the government that they stay living in the house but the ownership of the house actually passes to the state or one of the para state organizations that runs heritage and in other words basically it becomes state property and then the state can open it up as a museum for later generations a lot of families do this basically they stay living in the house one part of the house [9:00] the rest of the house is open to the public as a kind of museum [] so the taxation system is in many cases driven these families with big houses lots of artwork to open them up as museums and actually hand them over to the state </p>
<p>[Slide 7]</p> <ul style="list-style-type: none"> • In the 20th century some of the landowners have effectively turned their estates into theme parks • These include Safari parks and zoos, museums of antique automobiles, and fantasy castles, following the Disney model 	<p>[] in the 20th century some of the landowners have actually turned their houses into other kinds of attractions and including safari parks many of these houses have very large grounds and somebody had the bright idea in the 1960s of turning one of these into a safari park they put a big fence around it and filled it with lions and elephants and things gorillas it became very very popular [1a] and a number of these houses actually have these zoo collections <i>um</i> it's a bit like the safari park you know out here which some of you will have seen very very similar you drive round in your car and you look at lions tigers and elephants and things eating [10:00] or sleeping in the sunshine [] there's also some of them that have put up fantasy castles following the Disney model so that they've become kind of theme parks with castles witches wizards and <i>ah</i> right </p>
<p>[Slide 8] Museums</p> <ul style="list-style-type: none"> • Some collectors left their entire collections to the nation or to institutions such as universities and learned societies • With the growth of nationalism in the 19th century, many countries started to establish national museums, based on royal and other major 	<p>[] some collectors left their entire collections to the nation or to universities or learned societies in some cases and so in the 19th century as it acquired this kind of property many of the governments started to establish national museums based on royal and other major collections sometimes these have very strange origins <i>um</i> have any of you been to the museum of Western Art in Tokyo [---] well you should go its one of the best museums in Japan but very unexpected it has a wonderful collection of French sculpture by Rodin from the late 19th early 20th century it is probably one of the</p>

collections	<p>best collections in the world [11:00] now what happened was this was a rich Japanese business man who settled in Paris in the 19th century and <i>um</i> he knew the artists and he made sure he he had a big collection of their work so every time Rodin produced a sculpture this guy went over and sort of bargained to actually buy a copy of it so its a magnificent collection <i>um</i> when the Second World War came of course <i>um</i> France and Japan were on opposite sides and at the end of the war the French government seized the art collection on the grounds that it belonged to an enemy alien and should therefore become part of the French national collection because it was so good eventually a deal was done with the Japanese the French kept one or two of the best bits the rest was handed over to the Japanese who then built a museum in Ueno [12:00] to house this magnificent collection so you've got this very strange thing that in the middle of Ueno park is one of the great collections of French art in the world you know very very interesting kind of history but as states you know acquired these kinds of things <i>um</i> they <i>ah</i> of course started to establish national museums the Russians incidentally collected quite a lot of the the loot that the Germans seized during the war and that actually ended up in Russian museum collections a lot of it started off of course in Europe you know in Western Europe and th-the Nazis stole it basically and it ended up in Russia </p>
<p>[Slide 9] Museums</p> <ul style="list-style-type: none"> • These collections were often divided into objects for scientific study, and objects for aesthetic appreciation ('art') • Objects from non-European cultures were often classified as objects for scientific study 	<p>[--] these collections were often divided into objects for scientific study and objects for aesthetic appreciation <i>um</i> these collectors in the 18th and 19th centuries collected all sorts of extraordinary things some of them were interested in plants and animals and butterflies and birds and so <i>ah</i> collected enormous quantities [13:00] of these sort of dead animals which were stuffed and then put on exhibition others collected art works <i>um</i> either ancient art from Greece and Rome or modern art from the Italian renaissance and built up big collections of that <i>um</i> they often collected from non-European cultures as well and these were often classified as objects for scientific study examples of unquote primitive culture almost anything from outside Europe was classed as primitive </p>
<p>[Slide 10] Museums</p> <ul style="list-style-type: none"> • This classification was based on the theories of social evolution popular at the time, which implied a progression from 'savage' or 'primitive' society to 'civilization' • 'Civilizations', especially Western civilizations, had 'art', other 'primitive' societies did not • Early Japanese visitors to Western museums were upset to find Japanese artifacts classified as 'primitive'! 	<p> [--] this classification was based on theories of social evolution popular at the time so you had sort of a progression from what was seen as savage or primitive societies [blank section in video] which of course was Western societies they had art and primitive societies didn't [1a] the early Japanese visitors to Western museums were often very upset to find that Japanese art classified as primitive art [14:00] on the grounds that it was non-European [1a] <i>ah</i> it was this kind of crazy classification which you found <i>um</i> since then I have to say <i>um</i> ethnic art from all round the world has been increasingly seen as art and culture rather than some sort of primitive curiosity and there are now magnificent galleries all round the world with ethnic art if you ever go to Washington one of the best galleries there is actually the gallery of Asian and African art its an extraordinary place its actually buried underground and <i>um</i> its well worth a visit some of the most beautiful African art I've seen anywhere actually </p>
<p>[Slide 11] Museums</p> <ul style="list-style-type: none"> • But there were more popular kinds of cultural entertainment, which flourished in cities and at 	<p>[--] but there were all kinds of popular entertainment of course which flourished in cities and circuses and fairgrounds <i>um</i> attractions at these events included the so-called freak shows where they would exhibit exotic objects animals people of different races or very unfortunately people with strange physical deformities you</p>

<p>circuses and fairgrounds</p> <ul style="list-style-type: none"> • Attractions at these events included 'freak shows' where exotic objects, animals, and people of different races (or with physical deformities) were put on display 	<p>know [15:00] these people would turn up in circuses making a living showing off their rather strange characteristic </p>
<p>[Slide 12] Museums</p> <ul style="list-style-type: none"> • Part of the attraction of museums and freak shows was the exhibition of the exotic, the macabre and the bizarre • Popular exhibits at major museums have always included things such as Egyptian mummies, skeletons, and 'primitive' objects such as shrunken heads from Polynesia 	<p>[-] <i>um</i> part of the attraction of museums and freak shows was the exotic of course the macabre and the bizarre and so exhibits at the major museums came to include very popular exhibits like Egyptian mummies <i>ah</i> I don't know why the attraction of Egyptian mummies but they're always one of the most popular items in Western museums these sort of bodies all wrapped up <i>um</i> in Cairo itself where they've got the best collection of Egyptian mummies of course they don't actually show them anymore because local Islamic clerics have argued that the exhibit of dead bodies is against the Koran its un-Islamic so you can't go and see the Egyptian mummies anymore or at least you couldn't when I went there a few years back <i>um</i> skeletons were always very popular of course kids love skeletons and primitive objects such as shrunken heads from Polynesia [16:00] I remember when I went to the Bristol museum as a kid you know I I used to look at these strange things these tiny little heads you know they were real heads you know sitting in in the glass cases very macabre <i>ah</i> I used to get bad dreams about shrunken heads but anyway these kinds of objects were always very popular in museum's collections </p>
<p>[Slide 13] International and colonial exhibitions</p> <ul style="list-style-type: none"> • As the 19th century advanced, communications improved (railways, steamship) and colonial empires expanded • The first major international exhibition was the Great Exhibition of 1851, held at the Crystal Palace in London 	<p>[-] <i>um</i> as the 19th century advanced of course communications improved with the railways and the steam ships and the colonial empires expanded and <i>ah</i> the big European powers started to hold exhibitions which included a lot of culture and a lot of people very often from their colonial <i>um</i> possessions which were brought back to the metropolis to show off the colonial <i>um</i> power of these individual countries the first major exhibition of course which I mentioned before was actually held in 1851 in London and that became the model [17:00] for a whole series of international exhibitions which is still going on [-] <i>um</i> they are not so popular now if you ask anyone where the last one was <i>um</i> many many people will not be able to tell you it was actually in Aichi for two reasons nobody has ever heard of Aichi outside Japan nobody notices Nagoya for instance and secondly of course these aren't as big now as the big sporting events like the Olympics or the world cup which are probably the biggest mega events <i>um</i> but the international exhibitions used to be very very popular <i>um</i> both as tourist attractions and as demonstrations of national culture </p>
<p>[Slide 14] International and colonial exhibitions</p> <ul style="list-style-type: none"> • It was organized by Prince Albert, the husband of Queen Victoria • It was both a celebration of British industry and the British Empire • During this period Britain had both the largest economy, and the largest colonial empire 	<p>organized by the husband of the queen so it was an event of quite extraordinary national significance [18:00] it was a celebration of British industry of course this was the height of the <i>um</i> industrial revolution and the British empire a lot of the artifacts came in from places like India during the period Britain had the largest economy and the largest colonial empire so this was a huge event which then became a model to other cities </p>
<p>[Slide 15] International and colonial exhibitions</p>	<p>[-] it brought together the latest innovations from industry and also prizes were given for the best products and it also included exhibits from the colonies <i>um</i> they not only brought in culture and artifacts</p>

<ul style="list-style-type: none"> •The exhibition brought together the latest innovations from British industry, in an attempt to market them •Prizes were awarded for the best products •It also included exhibits from the colonies, to present their exotic peoples and cultures to the metropolitan public 	<p>from the colonies but they brought in people as well to perform local music and local dancing and so on <i>um</i> to the <i>um</i> British audience and <i>um</i> these visits by sort of visiting people troops of dancers singers drummers musicians from the colonies became very popular attractions in these kinds of events [19:00] </p>
<p>[Slide 16] International and colonial exhibitions</p> <ul style="list-style-type: none"> •This period was one of intense nationalism, and civic pride on the part of the large cities •The Great Exhibition model was soon adopted by other cities, to sell themselves and their countries •Many of them included 'national pavilions' for each major country 	<p>[-] the period was one of intense nationalism of course and <i>um</i> big cities were competing with each other to put on these kinds of events and the great exhibition model was soon adopted by other cities in other countries to sell themselves and improve their images <i>um</i> one feature that became f- fairly regular in these events was the idea of the national pavilion where countries could simply take over a piece of space build a large pavilion which in some cases were very elaborate architectural buildings and <i>um</i> then exhibit their cultures their art this was the pattern in Aichi incidentally for those of you that didn't go there <i>um</i> very common pattern each country had a little pavilion <i>um</i> some of the smaller countries in Africa actually clubbed together and had one very large pavilion which worked very well <i>um</i> other countries had <i>um</i> large pavilions <i>um</i> the more popular pavilions [20:00] were actually very difficult to get into with queues for several hours you know to get into these <i>um</i> exhibitions particularly the hi-tech ones [-] but this is a pattern which is carried on over the years </p>
<p>[Slide 17] International and colonial exhibitions</p> <ul style="list-style-type: none"> •People were brought in from the colonies to demonstrate their culture, including indigenous crafts, music and dancing •These exhibits were often housed in reconstructions of villages from these colonies 	<p><i>um</i> [--] often these buildings resembled villages or houses or large public buildings from the countries concerned so <i>um</i> these provided space in which indigenous crafts music and dancing could be demonstrated </p>
<p>[Slide 18] International and colonial exhibitions</p> <ul style="list-style-type: none"> •Soon after the international exhibitions became popular, Japan started to participate •After the Vienna Exhibition of 1873 the Japanese brought home 96 volumes of information on western culture and technology ... 	<p> Japan started to participate very soon after these international exhibitions started <i>um</i> there was one in Vienna for instance in 1873 which was quite famous because the Japanese sent a delegation to find out everything they could about Western Science and technology and it is said that they came back with 96 volumes of information on what was going on in the West which was then put to good use of course [21:00] getting Japanese industry off the ground </p>
<p>[Slide 19] International and colonial exhibitions</p> <ul style="list-style-type: none"> •The first Japanese industrial exhibition took place in 1877 •Famous Japanese buildings such as Kinkakuji were reproduced for exhibitions in Europe and America 	<p>the first Japanese industrial exhibition itself took place <i>um</i> just soon after that in 1877 and <i>um</i> the Japanese participated in other exhibitions in other parts of the world with reproductions of famous Japanese buildings for example kinkakuji the golden temple in Kyoto which is very near Ritsumeikan nice thing about kinkakuji and ginkakuji the silver temple is that they are actually very small you can actually produce a replica of these in a reasonable space these kinds of buildings were then exhibited internationally and became very well-known </p>
<p>[Slide 20] International and colonial exhibitions</p>	<p>[-] <i>um</i> Indonesian arts and performances were very common as well and particularly in exhibitions held in places like Amsterdam as it was a Dutch colony and <i>um</i> gamelan music and Balinese</p>

<ul style="list-style-type: none"> • Indonesian arts and performances were featured in colonial exhibitions in both the Netherlands and the Dutch East Indies • Gamelan music and Balinese dancing were especially popular, thanks to Walter Spies and his colleagues 	<p>dancing were especially popular thanks of course to Walter Spies and his colleagues [22:00] that we talked about in the 1920s the people who organized Balinese musicians and dancers to go abroad </p>
<p>[Slide 21] International and colonial exhibitions</p> <ul style="list-style-type: none"> • These exhibitions tended to focus on aboriginal and exotic peoples from these countries, implicitly comparing the 'primitive' with the modern world • In the postcolonial period these kinds of cultural villages have gone out of fashion in international exhibitions 	<p><i>um</i> [-] basically though a lot of these exhibitions concentrated on the more aboriginal and exotic peoples from many countries around the world and implicitly comparing them with the modern world as sort of exotic or unquote primitive these kinds of cultural villages and cultural exhibitions have really gone out of fashion in international exhibitions now though the Aichi one one of the most popular items was was the Chinese pavilion there was very little in it surprisingly vbut what was nice was they got in some very pretty ladies that played music about once an hour or so you know on Chinese instruments which was very pleasant an event and people crowded in to hear these girls playing away </p>
<p>[Slide 22] International and colonial exhibitions</p> <ul style="list-style-type: none"> • However, a number of museums and parks offer similar reconstructions based on anthropological research. • They include: <ul style="list-style-type: none"> — Little World and Minpaku in Japan — Mini Taman Indonesia in Jakarta 	<p>[--] <i>um</i> however a number of museums and parks actually offered similar attractions [23:00] on a regular basis as museums and so you've got an overlap here between <i>ah</i> museums on one hand and the kinds of things that were shown in theme parks in the 19th and early 20th centuries to give some Asian examples you've got Little World and Minpaku in Japan and Mini Taman Indonesia park in Jakarta in Indonesia </p>
<p>[Slide 23] Films</p> <ul style="list-style-type: none"> • A number of elements of the modern theme park also came from the traditional seaside resorts and funfairs • These included the ideas of <ul style="list-style-type: none"> — the holiday camp with all-in entertainment for the whole family — Funfairs and amusement parks with rides as the major attractions 	<p><i>um</i> a number of the modern theme parks actually came from the traditional seaside resorts and funfairs and these included the idea of the holiday camp of course with all the entertainment for the whole family and funfairs and amusement parks with rides as the main attraction </p>
<p>[Slide 24] Films</p> <ul style="list-style-type: none"> • Part of Disney's reason for starting Disneyland in California in the 1950s was to provide a cleaner and safer family version of the traditional American amusement park • Disney's other idea was to use his film characters as themes around which to organize and sell his new park 	<p>part of Disney's reason for selling for setting up <i>um</i> [-] Disneyland in California in the 1950s was actually to provide a kind of wholesome family safe clean entertainment <i>um</i> some of the older amusement parks in America had a bad reputation [24:00] for places of gambling drunkenness violence you know and <i>ah ah</i> California was to be a much more carefully controlled environment where the whole family could enjoy themselves and nothing could really go wrong [--] the other great idea that Disney had was to use the film characters as the themes around which to organize and sell his new park </p>
<p>[Slide 25] Films</p>	<p><i>um</i> other film studios have joined in MGM is now owned by Disney I think and Universal of course <i>ah</i> now form the basis of theme parks in the United States and Japan and the idea here is you</p>

<ul style="list-style-type: none"> •MGM-Disney and Universal now form the basis of theme parks in the US and Japan •Education and entertainment •Theme parks such as Disneyland can be arranged on a continuum, from those offering mainly fantasy to those offering education 	<p>can actually see the background to the popular films you can see how they were made you know people actually on stage going through the motions of making films even if they are not actually making them and <i>um</i> this is popular in both the US and now of course Universal Studios in Japan [-] theme parks such as Disneyland can actually be arranged on a continuum [25:00] from <i>ah</i> those offering mainly fantasy to those offering education and Disney of course offers quite a bit of education in their theme parks in America and elsewhere </p>
<p>[Slide 26] Education</p> <ul style="list-style-type: none"> •Hendry makes the point that even though some of the Japanese parks offer a lot of education, they are still regarded as 'leisure' by their customers •So the division between what is education and what is leisure is different in different cultures 	<p>[-] <i>um</i> Hendry makes the point that even though the the Japanese parks offer a lot of educational content they are still regarded very much as leisure activities <i>um</i> by their customers so the division between what's regarded as education and what's there for leisure is actually different in different cultures </p>
<p>[Slide 27] Education</p> <ul style="list-style-type: none"> •In Japan 'education' traditionally implies formal education in the school or university system •This is slowly changing, with the idea of 'lifelong education' •This is closer to the western idea of education as providing knowledge, in any setting 	<p>in Japan of course education traditionally implies formal education in the school or university system this is gradually changing the idea of lifelong education is very popular now in today's Japan <i>um</i> and this is close to the Western idea of <i>um</i> education as providing knowledge to anyone in any setting and of any age [26:00] </p>
<p>[Slide 28] Education</p> <ul style="list-style-type: none"> •However, in Japan even some museums which are aimed mainly at the leisure market have scholarly credibility •The buildings and other exhibits are laid out with great attention to detail, often by local craftsmen from the regions from which they originate 	<p>however even in Japan <i>um</i> some museums <i>ah</i> which are aimed mainly at the leisure market have scholarly credibility this is one interesting thing about Japanese museums to me even quite provincial museums have very large research staffs and do serious research in addition to providing some sort of activity which the public can enjoy <i>um</i> for instance take one example down here Umitamago you know the the marine park down between Beppu and Oita <i>um</i> this has a quite good collection of animals you know but it also has got a research staff doing serious research into marine resources and marine biology and these kinds of things in addition to providing some family entertainment through cute seals that toss balls in the air and <i>um</i> cute little sea otters that <i>um</i> play water polo [1a] it has furry animals it has some beautiful fish some extraordinarily beautiful exhibits of jellyfish for instance very unexpected [27:00] <i>um</i> but in addition its got a serious scientific purpose there [-] <i>um</i> the buildings and other exhibits though in many of these museums in Japan are actually laid out with great attention to detail often by local craftsman from the regions from which these buildings actually originated Umitamago is of course marine but <i>um ah</i> what we've got though is other museums which show cultural objects and very often these are authentic to the extent that they are actually built by craftsman from the original countries </p>
<p>[Slide 29] Education</p> <ul style="list-style-type: none"> •One of the main projects in postwar Japan was the 	<p>[-] right <i>um</i> these often originate from <i>ah</i> various expositions they're sort of leftovers a good example being the Osaka exhibition in 1970 <i>um</i> [-] this was one of the major world fairs in the post-war period and <i>um</i> it resulted in quite considerable urban</p>

<p>World Expo in Osaka in 1970</p> <ul style="list-style-type: none"> • This resulted in the construction of the monorail and a museum complex at Suita, including the National Museum of Ethnology (Minzokugaku Hakubutsukan, or Minpaku) 	<p>transformation <i>um</i> if you go to Osaka [28:00] there's a whole city outside called Suita which is built around this exhibition site and <i>um</i> basically there's a museum complex still there which dates back to the 1970 expo there's Expoland which is a funfair which is still quite a popular attraction which also dates back to the expo and at the center of the site is the National Museum of Ethnology which is the Minzokugaku Hakubutsukan usually known as Minpaku in Japanese </p>
<p>[Slide 30] Education</p> <ul style="list-style-type: none"> • One of the features of Minpaku is that it allows interaction between the visitors and the exhibits • Many of the exhibits are original cultural artifacts, but many are copies or reconstructions, made by contemporary craftsmen from the regions concerned 	<p><i>um</i> one of the features of Minpaku is that it allows a certain amount of interaction between the visitors and the exhibits <i>um</i> you can actually use a lot of the exhibits you know they are sort of lying around encouraging you to use them <i>um</i> many of them are actually quite recently made they've been made by craftsmen for the museum <i>um</i> basically <i>ah</i> from the regions concerned <i>um</i> some are original cultural artifacts there's a magnificent collection of West African sculpture again for instance but <i>um</i> many are actually copies or reconstructions [29:00] made by contemporary craftsmen from the regions concerned </p>
<p>[Slide 31] Education</p> <ul style="list-style-type: none"> • Minpaku is also the major center of anthropological research in Japan • It has a large staff of professors whose main job is to do research and organize conferences, seminars, and exhibitions • There is a postgraduate research school • And it has the best social science library in Japan 	<p><i>um</i> Minpaku's actually the major center of anthropological research in Japan its a very serious research institution indeed they've got about 60 professors on the staff its a wonderful job because you don't have to do any teaching all you have to do is think beautiful thoughts and write books <i>um</i> they've got a publishing house where you can publish your beautiful books when you've thought them so basically their main aim is to do research organize conferences seminars and of course museum exhibitions there's a post-graduate research school <i>um</i> if any of you want to do masters and doctorates in Japan Minpaku is a wonderful place to study because its also got the best library in Japan its a wonderful library its very underused and <i>um</i> I've spent many happy hours there writing books on Africa while I was living in the Osaka and Kyoto area [30:00] </p>
<p>[Slide 32] Education</p> <ul style="list-style-type: none"> • Little World near Nagoya also originated from the Osaka Expo, though it is owned by a railway company • A team of anthropologists assembled a collection of 50 buildings from all over the world, either originals or reconstructions • These are on show, together with cultural displays by people from the various countries represented in the exhibits 	<p>[-] Littleworld at Nagoya was built at just about the same time in the 1970s <i>um</i> but that's slightly different they've got a railway company and this is one of the features of many of these exhibits in Japan they're actually part of big industrial conglomerates owned by <i>um</i> other people as we will see in a minute Disneyland in Japan is actually partly owned by a railway company as well [-] a team of anthropologists put together a collection of 50 buildings for Littleworld either originals or reconstructions and these are on show <i>ah</i> with occasional cultural shows of course by people from the various countries represented in the exhibits </p>
<p>[Slide 33] Education</p> <ul style="list-style-type: none"> • Minpaku is clearly a museum, though it has similarities with theme parks in addition to traditional museums • Little World is described as an open-air museum, though it is also one of a large number of sites in Japan in which foreign cultures are presented and 	<p>[-] Minpaku's clearly a museum Littleworld is much more like a theme park because its got people actually doing things <i>um</i> though there are similarities between the two Littleworld calls itself an open air museum but its one of a very large number of sites [31:00] in Japan in which you find old historical or exotic cultures being performed either by actors or by people from the areas concerned </p>

performed	
<p>[Slide 34] Japanese theme parks</p> <ul style="list-style-type: none"> • In addition, Japan has the largest number of other leisure parks in the E Asia region, over 250 by the 1990s • Visitors numbered over 60 million • Sales reached over 400 billion yen • The early investors in these parks had been railway companies, wanting to generate passengers for their lines 	<p>[---] <i>um</i> Japan's probably got the largest number of leisure parks in the E- East Asia region <i>um</i> there's a British scholar Joy Hendry whose written a lot of stuff about this and <i>um</i> she was able to count something like 250 of them by the 1990s <i>um</i> visitors numbered over 60 million <i>um</i> sales reached 400 billion yen can't remember how that much that is in dollars I think its probably around 4 billion dollars almost exactly now <i>um</i> and the early investors in the parks were railway companies wanting to generate passengers for their lines this is an interesting idea Japanese railway lines have always had the problem of what to do to get customers and the classic case of course [writes on the board] was that of Seibu which I think I've mentioned already [32:00] <i>um</i> Seibu's idea was basically you take a department store at one end [writes on the board] and you put the baseball stadium at the other and so you've got the <i>um</i> line starting in Ikebukuro in Tokyo and with a department store [la] and then at the other end of course you've got the baseball stadium and all the way along the line are housing estates built by Seibu which of course creates people using the stations in between so its a very interesting operation Seibu because you know its all pretty much applying this kind of synergy and some of the parks like this around the world were built basically as tourist attractions at the other end of the railway line basically to get people using the railway line </p>
<p>[Slide 35] Japanese theme parks</p> <ul style="list-style-type: none"> • As the oil-shocks slowed the Japanese economy in the 1970s, other companies started to invest in leisure • Leisure industries were seen as a boost to the economy in regions with traditional industries in decline • The government also promoted leisure industries and more leisure time to counter Japan's workaholic image 	<p>[--] the oil shocks of the 1970s slowed down the Japanese economy a bit but basically after that leisure industries were seen as a way of boosting the economy of the regions [33:00] which were in industrial economic decline <i>um</i> the government also promoted leisure industries and more leisure time to counter Japan's image as a workaholic society <i>um</i> there's a tremendous amount of emphasis in Japanese government policy in the 1970s and 1980s getting people to enjoy themselves more building up leisure facilities you know which can act as venues for urban revitalization [--] I think part of the reason actually was the environment yeah in the 1950s and 1960s Japan grew very very fast but the environment suffered by the 1970s Japan was really really filthy and the air was polluted the water was polluted the sea was polluted a lot of the vegetation had been killed off it was really in a very bad state indeed and then the government kind of switched policies and [34:00] put a lot more money into developing the infrastructure what became known as the leisure state a lot of the dirtier industries were then exported to other parts of Asia of course <i>um</i> leaving basically Japan <i>um</i> much cleaner than it had been <i>um</i> in the 1950s and 1960s and its become cleaner and cleaner ever since [-] so one way of cleaning up the horizon cleaning up the environment of course was to put in leisure facilities <i>um</i> which basically would <i>um</i> create more green space and <i>um</i> space for people to enjoy themselves </p>
<p>[Slide 36] Japanese theme parks</p> <ul style="list-style-type: none"> • During the bubble economy period in the late 1980s, a 'resort law' giving tax relief to developments in regions suffering from economic recession stimulated more of these developments 	<p>[---] during the bubble economy in the 1980s there was a resort law passed giving tax relief to developments in regions suffering from economic recession and so it was actually worth their while for local companies and local governments to actually put money into leisure facilities because they could actually save tax money in the process [35:00] this boom collapsed really with the end of the bubble economy in the early 1990s and probably not that much investment has been made since most of the investments being</p>

<ul style="list-style-type: none"> • This boom collapsed with the end of the bubble economy in the early 1990s 	<p>made in the early years of the 2000s were ideas which had been around plans which had been on the drawing board since the early 1990s you know if you look at Beppu for instance its quite interesting there hasn't been much investment in the tourist industry since the 1970s here most of the hotels most of the attractions date back really to the 1970s and not much has been done since then [-] its in need of a makeover in fact </p>
<p>[Slide 37] Japanese theme parks</p> <ul style="list-style-type: none"> • The themes developed in the Japanese parks tended to follow well-established norms • Many concentrated on single country themes (Huis Ten Bosch) • Some combined this with themes familiar from children's literature (Grimm's tales, Heidi, Ann of Green Gables, Little Mermaid) • Others had a historical and educational dimensions (Meiji Mura, Edo Mura) 	<p>[-] the themes in the Japanese leisure parks and <i>um</i> theme parks though tended to be <i>um</i> following well established patterns <i>um</i> you've got single country themes like Huis Ten Bosch which is a Dutch theme of course <i>um</i> you've got these local country themes combined with themes familiar from childrens' literature <i>um</i> Grimms tales Heidi Anne of Green Gables from Canada of course there's a whole theme park based on her and <i>um</i> the little mermaid <i>ah</i> the Hans Christian Anderson story from Denmark you've also got theme parks based on Japanese history of course things like Meiji mura which has a you know sort of Meiji period theme and Edo mura I've been to Edo mura it its a strange place it has actors wandering around in costume you know Edo period costume they've got Kabuki plays <i>um</i> if you're interested you can go and see a prison with prisoners being tortured to extract information I think there's an execution scene now and I don't think my children wanted to see that actually so I'm not sure I remember seeing that [la] <i>um</i> but basically you can go and see Kabuki plays as well you know or you can go and see temple rituals [37:00] all this is going on you know providing a nice kind of attraction again Edo mura's at the end of a railway line one of the railway lines going North out of Tokyo ends with a complex of theme parks I think it's the Tobu line actually and as a result you know people using the attractions would use the railways </p>
<p>[Slide 38] Japanese theme parks</p> <ul style="list-style-type: none"> • Huis Ten Bosch is one of the most elaborate and complex of all the leisure park schemes • In terms of space it is twice as big as Tokyo Disneyland (152 hectares) • The aim behind the scheme was not only the creation of a resort, but the creation of a garden city of 30,000 residents 	<p>[-] Huis Ten Bosch is probably the biggest of all of them it nearly went bust a few years ago but was resuscitated and is still operating <i>um</i> in terms of space its actually much bigger than Tokyo Disneyland of course its in Kyushu where land is much cheaper and the aim behind the scheme was an interesting one it wasn't only the creation of a resort it was actually creation of a garden city of 3 hun- 30000 residents the idea was to create modern housing looking like the Netherlands so behind the façade you know these buildings are actually very modern very high tech very eco friendly and the idea was to create a sort of model environmentally friendly community [38:00] as well as a a tourist attraction </p>
<p>[Slide 39] Japanese theme parks</p> <ul style="list-style-type: none"> • Facilities include shops, restaurants, museums, a police station, luxury hotels and villas, a marina, and a branch campus of Leiden University • Unusually for Japan, the buildings are built of brick and stone 	<p>facilities of course include shops restaurants museums a police station and even a branch campus of Leiden university [la] with students I don't know whether they still come but they used to come to learn Japanese but also to act the part of Dutch citizens you know in the market square doing Dutch things even the buildings very unusually for Japan <i>um</i> were actually built of brick and stone rather than more conventional wood as this made them look much more like the Netherlands </p>
<p>[Slide 40] Japanese theme parks</p> <ul style="list-style-type: none"> • They include replicas of a Royal Palace, the offices of the Dutch East India Company, and a very 	<p><i>um</i> there's a re- replica of a royal palace <i>um</i> Dutch East India company a very expensive hotel apparently six kilometers of canals [la] filled with desalinized <i>um</i> sea water you know and no expense has been spared to create the Dutch experience there </p>

expensive Hotel Europa	
<ul style="list-style-type: none"> • They also include 6km of canals, filled with desalinized sea water 	
[Slide 41] Japanese theme parks <ul style="list-style-type: none"> • Students and local Japanese dress up in Dutch clothes and participate in the local 'Dutch' festivals, featuring lots of beer and cheese • But for a long time it attracted many visitors, as one of the most popular sites in Japan - with 4m visitors a year 	and so you get students and also local Japanese dressing up in Dutch clothes participating in local Dutch festivals featuring [39:00] lots of beer and cheese but basically its one of the most popular sites in Japan 4 million visitors a year apparently
[Slide 42] Japanese theme parks <ul style="list-style-type: none"> • How far will resorts be the pattern of the future in Japan? • Hamilton-Oehrl argues that group travel and short holidays are still the norm for Japanese salarymen • Reforms of work practices have slowed down with the recession of the 1990s • So resort developments geared to individual travel and longer holidays may also be affected 	[--] well how far will resorts be the pattern of the future in <i>ah</i> in in in in Japan <i>um</i> work practices have slowed down since the 1990s resort development geared to individual travel and longer holidays may also be affected it'll be very interesting to see what the new economic crisis actually does to tourism I suspect tourism is going to slow down in the next few months possibly years not so many people will travel people are going to be short of money <i>um</i> you know many of these big attractions could well go bust simply because <i>um</i> they won't have the tourists coming in Japan so far has been less affected by the credit crunch than other countries but you've probably seen the value of the yen has gone up and up and up [40:00] and up its now the strongest currency in the world its good for people like me who earn yen and send it abroad I'm very happy but of course Japanese companies who have to sell Toyota cars and some <i>um</i> and <i>ah</i> are Sanyo washing machines abroad aren't so happy it could well be that there will be a major recession in Japan if the yen stays very high and then of course that's going to affect the tourism side because people just won't have the money to go there
[Slide 43] Other Asian parks <ul style="list-style-type: none"> • The Japanese parks are not the only ones in Asia • There is now a thriving industry of cultural theme parks in other countries as well, including China, Korea, Indonesia, Malaysia, and Thailand • One of the best known is the 'Beautiful Indonesia in Miniature' Park in Jakarta 	[--] the Japanese parks even though they are the most numerous aren't the only ones in Asia and there's a thriving industry of cultural theme parks in other countries as well including China Korea of course Indonesia Malaysia and Thailand and so on <i>um</i> one of the most interesting because it was part of a nation building project is the one in Jakarta Taman Mini Indonesia <i>um</i> the idea here was to create a park which would reflect the diversity of the provinces [41:00] of <i>um</i> Indonesia and it was laid out with a series of pavilions each one actually <i>um</i> exhibited the work the music the culture the food of <i>ah</i> a different province in Indonesia <i>um</i> I've seen pictures of this I haven't actually been there one of my colleagues SY has been there quite a lot according to him there's a cable car and you can float over the whole site in a cable car and the whole thing is laid out in the form of a big map below you its actually a map of Indonesia with you know the pavilions sort of dotted around the landscape on the appropriate island or bit of island you know where the actual cultures appeared
[Slide 44] Other Asian parks <ul style="list-style-type: none"> • This park was part of the Indonesian government's attempts to foster national unity in the most ethnically and linguistically diverse country in the 	[--] it was part of the idea to put of fostering national unity and one problem for Indonesia is actually that its such a huge country with so many different cultures and so many different languages and so what the [42:00] government is trying to do over the years is to suggest firstly that everyone should speak Bahasa Indonesia as the standard national language even though it isn't really the biggest

<p>region</p> <ul style="list-style-type: none"> •The idea was to represent the culture of the entire country •Mrs Sukarno instigated the project - some say after a visit to Disneyland in California 	<p>language in Indonesia Javanese is obviously but nevertheless Bahasa has become the unifying factor linguistically <i>um</i> and parks like this were an attempt to foster cultural unity by showing you know that even though these cultures are different from each other they're all part of the national culture of Indonesia so if you are actually i- its actually in the Indonesian constitution what is the national culture of Indonesia well the national culture of Indonesia is the best bits of the local culture of Indonesia [la] okay a nd what are the best bits well there were there actually there's a list of them an official list of them Bali is one Hindu festivals there and there's various other sort of festivals Toraja funerals [43:00] from Sulawesi all kinds of things you know as part of the national tourism program so the idea was to represent the culture of the entire country and the the pinnacles of Indonesian culture [-] <i>um</i> yeah [la] it was said that Mrs. Soekarno got the idea when she went to Disneyland in California and began to dream of you know an Indonesian Disneyland basically which would represent all the national cultures </p>
<p>[Slide 45] Other Asian parks</p> <ul style="list-style-type: none"> •The exhibits represent the traditional buildings and cultures from all the provinces of Indonesia •They are laid out in a huge park modeled like a map of Indonesia with artificial islands which can be viewed by cable car •People from each area act as guides and demonstrators of local culture 	<p>[---] so you've got this huge park modeled like a map of Indonesia with artificial islands which can be viewed by cable car [-] and of course there's people from each area as usual acting as guides and demonstrating the local culture where they come from </p>
<p>[Slide 46] Other Asian parks</p> <ul style="list-style-type: none"> •The other most ambitious project in the region is probably the series of theme parks at Shenzhen, near Hong Kong —Window of the World, with scale reproductions of major monuments from throughout the world —Splendid China, with reproductions of great Chinese monuments —China Folk Culture Villages, representing Chinese minorities 	<p><i>um</i> the other most ambitious project in the region is probably a whole series of theme parks near Shenzhen near Hong Kong <i>um</i> the idea was to provide a tourist attraction which the people from Hong Kong might also use [44:00] but at the same time to represent the new resurgent Chinese culture and so you've got you know sort of fairly predictable cluster of attractions there Splendid China of course looks at China as whole with reproductions of the great Chinese monuments [-] Chinese folk cultural villages <i>ah</i> represent the Chinese minorities one feature of China of course is that its got 55 officially recognized minorities all these tend to be represented in the theme parks some of these minorities are very very small but <i>um</i> nevertheless they do represent the cultural diversity and many of these minorities have thriving artistic song and dance traditions which I've mentioned in previous lectures which actually <i>um</i> form the basis of quite successful local tourist industries in the areas where these <i>um</i> indigenous groups actually live [--] but then of course you want to open it up to world culture as well [45:00] and so you've got Window of the World with scale reproductions of major monuments from throughout the world I think the original park that did this was actually World Square <i>um</i> North of Tokyo where again you've got <i>ah ah ah ah um ah ah</i> a site a theme park which brings together mini versions of most of many of the great monuments from around the world so there's a sort of quarter size Egyptian pyramid you see [la] quarter size palaces a mini Eiffel tower and various other things like this this is very similar to the to Las Vegas where again you find a full scale grand</p>

	canal and a half size Eiffel tower decorating some of the bigger hotels there so you're beginning to get an overlap you know between the sort of Las Vegas hotel kind of style thing and the theme parks basically which are drawing on these international and global themes you know as forms of decoration [46:00]
<p>[Slide 46-47?] Disney and the theme park</p> <ul style="list-style-type: none"> •The other most ambitious project in the region is probably the series of theme parks at Shenzhen, near Hong Kong —Window of the World, with scale reproductions of major monuments from throughout the world —Splendid China, with reproductions of great Chinese monuments —China Folk Culture Villages, representing Chinese minorities 	
<p>[Slide 48] Disney and the theme park</p> <ul style="list-style-type: none"> •The largest influence on theme parks has come from the Disney Corp. •Walt Disney and his brother Roy started producing animated cartoons in the 1920s •By the 1930s the image of Mickey Mouse was well-known and profitable 	<p>[---] <i>um</i> okay well the largest influence on theme parks has obviously come from Disney Corporation [coughs] I've mentioned the background to Disney in other lectures in other quarters <i>um</i> basically Walt Disney and his brother started producing animated cartoons back in the 1920s when they left the American army after the First World War <i>um</i> Disney Walt Disney himself was the artist and his brother was the accountant or business man who did the marketing the whole thing was done on a very very small scale but <i>um</i> in the 1930s by the 1930s the image of Mickey Mouse was very well known and profitable as a brand <i>um</i> part of the reason why the <i>ah</i> Disneys were so successful actually was that they realized the potential of the new talking movies which came in in the late 1920s and very quickly after talking movies came in they produced I think it was a character called its a film called Steam Boat Willy [47:00] which is an early Mickey Mouse cartoon which is the first talking animated film by the late 1930s they'd churned out a lot of Mickey Mouse films including Donald Duck Goofy you know the other characters that came in but <i>um</i> by the late 1930s they were producing a <i>um</i> great series of cartoons beginning with Snow White which went right on to the 1940s and 1950s still very classic still widely viewed interestingly I found that you can get good collections of them down in Beppu if you go to Hirose you can actually buy Disney classic Disney cartoons at 500 yen a time I should stock up they're much cheaper than they are in Europe and they do have the original English soundtrack as well which is worth noting so its a good place to buy Mickey Mouse cartoons [la] I bought a version of Donald Duck as doing the Three Musketeers the other day I haven't seen it yet though it sounds rather interesting [48:00] </p>
<p>[Slide 49] Disney and the theme park</p> <ul style="list-style-type: none"> •Disney moved into other kinds of animations, based mainly on his versions of popular fairy stories •After the War, Disney activities diversified •He produced live movies based on classic 	<p>[--] Disney moved into all kinds of other animations of course and films based on <i>um</i> popular fairy stories and after the <i>um</i> war the Disney activities actually diversified <i>um</i> he produced live movies based on children's stories Treasure Island is the original one again I f- I found a copy of that down in town he original 1950s Treasure Island with Robert Newton <i>um</i> its quite a classic and 500 yen again [la] American historical figures like Davy Crocket of course and also a great series of movies about the natural world <i>um</i></p>

<p>children's stories (e.g. Treasure Island), American historical figures (David Crockett) and movies about the natural world</p>	<p>Disney was very important because this was the first company to invest money into really first class natural history documentaries you know <i>ah</i> in the 1950s it put out a whole series of wide screen documentaries stunningly beautiful and this set a standard you know which then the television companies and the later [49:00] <i>um</i> natural history people had to keep up with [-] <i>um</i> they used these as fillers so if you went to a Disney show with the kids the first half of the show was a natural history documentary the second half of the show was usually the la- latest big Disney cartoon or other blockbuster you know and these were very very popular events of course timed to coincide with school holidays so they could get the maximum audience </p>
<p>[Slide 50] Disney and the theme park</p> <ul style="list-style-type: none"> •Disney also moved into records, TV and publishing •From <i>Snow White</i> onwards, records of music from Disney films became popular •TV programs in the 1950s became a way of publicizing the films •So were children's books and comics based on the movies 	<p>Disney also moved into records TV and publishing <i>Snow White</i> was an interesting case because that spawned a whole series of books a whole series of records <i>um</i> the old 78 records <i>um</i> because the songs from the show became extremely popular as well and <i>um</i> basically <i>ah</i> TV programs in the 1950s became a way of publicizing the films <i>um</i> my wife grew up with these in Canada and she said they had a very interesting technique they would never show the whole Disney movie on the television [50:00] they would show you just a few minutes just enough to get the kids interested <i>um</i> and then the kids of course would pester their parents into going to see the movie which surprise surprise was showing at the local cinema at the same time [la] you know so by very clever marketing through the television network Disney managed to keep up <i>um</i> audiences for his for his film shows the TV became a way of publicizing the film so did the children's books and comics of course which were also very successful based on the movies </p>
<p>[Slide 51] Disney and the theme park</p> <ul style="list-style-type: none"> •Walt's other big innovation was the theme park, Disneyland, which opened in California in 1955 •Most of the money came from Disney himself and ABC - not the Disney company •The theme park was a large version of a traditional funfair, with rides etc •But it drew on the theme of the world of the Disney cartoons and their characters 	<p>[-] Disney's other big innovation though at the time was the big theme park 1955 his company and I think his brother weren't too willing in investing in this so Disney himself simply went ahead and used his own money so the Disney theme parks were actually part of <i>ah</i> his private operation and not part of the Disney corporation [-] the theme park was the larger version of the traditional funfair of course [51:00] with rides but of course it drew on the on the world of Disney cartoons and characters though the fun thing was that you had these rides very traditional funfair kind of rides but on a big scale and the whole thing was populated with Disney characters sort of popping up from time to time in masks of course as the kids went round the show <i>um</i> one of these rides actually became very significant because of course it was Pirates of the Caribbean using the Treasure Island theme you know Disney was into pirate films and created a ride called pirates of the Caribbean where you sort of sort of go along in your boat with these piraty figures pop out f- at you from time to time using the characters from the ride they then created of course the very successful blockbusters of recent years with Johnny Depp you know there are three films of pirates of the Caribbean <i>um</i> usually films create rides you know [52:00] you find a ride based on a film but now its its happening the other way around two very interesting temples Pirates of the Carribbean of course which is based on a fairground ride in one of the Disney parks and the other one is Lara Croft the Angelina Jolie films these have been very very successful but based on a video game usually the game is based on the film in the Lara Croft case the film is based on the video game okay <i>um</i> you know this mixing of genres and creation of attractions from</p>

	attractions in other genres very very interesting
[Slide 52] Disney and the theme park <ul style="list-style-type: none"> • This is the formula which has been repeated at the other Disneylands, in Paris and Tokyo • These are actually franchises - they are owned by local companies who pay a royalty to Disney to use the Disney name, concept, and characters 	[--] well this is basically then the formula that was repeated in other Disneylands in France too and most recently in Hong Kong of course <i>um</i> these are actually local franchises they aren't owned by Disney this is important they aren't owned by Disney they are actually owned by local companies who paid Disney a fee to use the Disney name the Disney concept [53:00] and the Disney characters and of course Disney sends in advisors to organize the thing in the first place to make sure the implementation fits with Disney standards and fulfills the Disney mission
[Slide 53] Disney and the theme park <ul style="list-style-type: none"> • Tokyo Disneyland is actually jointly owned by the Keisei Railway and Mitsui • Tokyo has around 16m visitors a year, compared with 10m for Paris • This makes it one of the most popular and profitable parks in the Disney empire • And it has captured the school market ... 	[-] in fact Tokyo Disneyland is actually jointly owned by a railway company and Mitsui Heavy Industries you know who put in a lot of the engineering and infrastructure you get 60 million ye- visitors a year compared with 10 million for Paris so its much more successful than the European operation and its captured the school market one reason why Beppu is not doing well now as a tourist resort is because its lost the schools market school kids used to come on school trips to Beppu they go to Disneyland now you know its become the big destination the big market Beppu has completely lost is the high school market <i>um</i> now Disneyland gets the bulk of them
[Slide 54] Disney and the theme park <ul style="list-style-type: none"> • In the 1960s, Disney planned a second theme park in Florida - but he died in 1966, before it could be opened • His brother Roy completed the project • This was a much larger project - it now houses the world's largest complex of hotels (13), sports facilities (5 golf courses), shops and theme parks (5) 	[--] [54:00] in 1960s Disney planned a second theme park but he died in 1966 of cancer before it could be opened and it was left to his brother Roy who took over as director of the company to actually complete the project <i>um</i> this was actually a huge project its completely transformed the image and the economy of Florida Florida as you are all aware now probably from the presidential election is the third most populated state in America after <i>ah</i> New York and California Florida now ranks as number three the question is why and the answer is because its such a nice place to live there's so much to do there and the biggest thing to do there of course is Disney [-] <i>um</i> this houses the world's largest complex of hotels there's thirteen of them sports facilities there's 5 big golf courses there a huge number of shops and theme parks there's even a Lonely Planet guide just to the Disney resorts in Florida in a single volume [55:00] which concentrates entirely on the theme parks near Orlando
[Slide 55] Disney and the theme park <ul style="list-style-type: none"> • Current figures for visits to these American parks are staggering: <ul style="list-style-type: none"> —Disneyland (California) - 14m —Magic Kingdom (Florida)- 16m —EPCOT (Experimental Prototype Community of Tomorrow, Florida) - 11m —Disney-MGM Studios (Florida) - 10m —Animal Kingdom (Florida) - 6 m 	[-] the figures for the visits are absolutely staggering Disneyland in California gets 14 million visits a year Magic Kingdom in Florida gets 16 million EPCOT the experimental prototype community of tomorrow kind of science fiction high tech high tech vision of the future that gets 11 million MGM Studios gets 10 million Animal Kingdom gets 6 million if you comment that this doesn't add up to 30 million its much more that's true but actually many visitors visit more than one site okay [1a] but if you actually look at the total number of people individual people as far as they can work out its about 30 million people a year coming into the area to visit one or more of the theme parks
[Slide 56] Disney and the theme park <ul style="list-style-type: none"> • The Disney interest in the environment now 	[--] very interestingly they've also done what Huis Ten Bosch did they've created a a modern town its called Celebration [56:00] and the idea is to create a modern high tech community <i>um</i> with very expensive very high tech houses but like most things in

<p>extends to town planning and design</p> <ul style="list-style-type: none"> • Disney Corp. has built a model town in Florida called 'Celebration' • The houses are high tech and expensive • And there are strict rules about what the owners can do: colors of curtains, parking arrangements, gardens etc. 	<p>Disney its carefully controlled I'd hope Jamil was going to come this morning because he used to work for Disney and he had some interesting stories about the control that Disney exerts over its workers you know I'd never get a job with Disney because I have beard and probably my hair needs tidying too you can't wear any jewelry they lay down what perfumes what deodorants you can wear these kinds of things you know of course you can't take your Mickey Mouse mask off in public you get fired immediately everything's carefully controlled the animals you see the wildlife is carefully controlled <i>um</i> the lake in Florida was a natural lake but the water was the wrong color <i>um</i> it was red because of the roots of the trees around it so they simply dug up all the trees cemented the lake in and then put in blue water [57:00] which is what a lake should really look like you see <i>um</i> they also had to get rid of some of the larger wildlife because it was bothering the tourists basically but the environment the people who work for Disney very very carefully controlled even the horses there's a lot of horses on Disney sites you know because they're pulling carts and doing American frontier kind of things the trouble with horses is they make a huge amount of mess so there's little people running around after the horses clearing up the mess as soon as its created and putting it down special chutes you see which gets all the manure straight out of the system very very quickly so basically <i>um</i> in Celebration its not surprising there's very strict rules about what the owners can do with the houses the colors of curtains the parking arrangements what kinds of plants you can put in your garden these were all carefully determined by the Disney Corporation [58:00] </p>
<p>[Slide 57] Disney and the theme park</p> <ul style="list-style-type: none"> • The company has been successful in <ul style="list-style-type: none"> —Controlling its own images as intellectual property —Controlling the quality of products bearing its images —Diversifying to create a huge media empire —Synergy - using parts of its empire like the theme parks and media networks to market others, like the films 	<p>[--] the company's been very successful in controlling its images as intellectual property and also controlling the quality of products bearing the images <i>um</i> there's Disney shops you know all over the place where you can buy sort of stuffed Winnie the Poohs and <i>ah</i> in fact my daughter and her family husband and four kids they all dearly love Winnie the Pooh the entire house seems to be full of Winnie the Pooh memorabilia from the bathroom the toothbrush rack which is a mini the Pooh Winnie the Pooh toothbrush rack there's a little seat on the loo which is Winnie the Pooh there's a bathmat which is Winnie the Pooh the kids have Winnie the Pooh towels you see and and so on you know the whole place is Winnie the Pooh [-] <i>um</i> but the interesting thing is that the quality control exerted over these products is very very high <i>um</i> they're worried about their image you know producing Winnie the Pooh toys which poison your kids is not good publicity and they are very very careful you know [59:00] about the franchise protecting the brands from ambush advertising and faux Winnie the Pooh goods basically so they they they're also trying to diversify to create a huge media empire <i>um</i> you've got therefore the the the theme parks the films the television shows and the Broadway musicals they're all integrated they're all integrated when a new Broadway musical is opening its advertised in the theme parks its also advertised on the television channels okay and similarly <i>um</i> there's a link between the Broadway musicals and the films because most of the Broadway musicals of the Lion King for example the most successful one are actually based on original films it used to be that stage plays became films in Disney films become stage plays [1a] very very interesting its the other way round you know you turn</p>

	your Beauty and the Beast [1:00:00] or your turn your very successful Lion King into a stage show which of course then <i>um</i> runs in big theaters right round the world
[Slide 58] Tokyo Disneyland <ul style="list-style-type: none"> •The most detailed study of Tokyo Disneyland is by Aviad Raz •He looks at three areas of the Disney operation <ul style="list-style-type: none"> —On stage —Back stage —Influence of Disney on popular culture 	[--] there's a detailed study of Tokyo Disneyland its by a guy called Aviad Raz he's <i>ah ah ah</i> an Israeli anthropologist I've put some chapters of this actually in the folder <i>um</i> or I've got them ready to put in the folder he looks at three areas of Disney operation <i>um</i> basically Disney on stage Disney back stage and the influence of Disney on popular culture so I'll just mention these I won't give you a break today because I'm mindful of Mr. Blackwell's <i>um</i> camera sitting in the corner [la] okay so <i>um</i> we'll go through and perhaps finish early and leave time for questions on the stage back stage and the influence on popular culture you probably remember I talked earlier I think about Goffman [writes Goffman on the blackboard] [1:01:00] do you remember this Erving Goffman great American sociologist who talked about social life as being like a play people are acting out a part all the time and basically in the entertainment and tourism industry you've got things happening on the stage that people are supposed to see you have things happening back stage which people are not supposed to see okay <i>um</i> for instance the guy in the Mickey Mouse mask is not supposed to be seen all the children should see is the Mickey Mouse mask because this guy to them must be seen as Mickey Mouse and not as a student doing arbeito from the University of California [la] okay so <i>um</i> we've got the on stage back stage and then of course the influence on popular culture
[Slide 59] Tokyo Disneyland <ul style="list-style-type: none"> •The joint Keisei-Mitsui company which owns TDL, the Oriental Land Company, was formed to reclaim land in Tokyo bay in the 1960s •The early history of the project was surrounded by rumors of political scandal, unauthorized land reclamation •OLC looked for a use for the site, and negotiated with Disney 	[--] I mentioned before that you've got <i>um</i> a local company which actually owns Disneyland in Tokyo and just franchises the name and the concept from Disney [1:02:00] it formed <i>um</i> actually an <i>ah ah</i> operation called the Oriental Land Company to reclaim land in Tokyo bay in the 1960s <i>um</i> they looked for a use for the site and thought it would be suitable for Disneyland so Disney is built on some of this new reclaimed land which has been created since the Second World War in Tokyo Bay mainly by piling garbage into Tokyo bay and turning it into islands you know very very interesting project Tokyo bay is getting smaller and smaller and smaller the islands are getting bigger and bigger and bigger its very expensive but the price of land in Tokyo is so high that it seemed economically sensible in the 1960s and 70s
[Slide 60] Tokyo Disneyland <ul style="list-style-type: none"> •The eventual deal was that in exchange for its licensing and expertise, Disney would get 10% of entry fees and 5% of souvenir sales •200 Disney people came in to work on the project •It opened in 1983 - and had 1m visitors in the first month 	the eventual deal was that Disney would get 10% of the entry fees 5% of any omiyage souvenir sales in return for franchising its name its concept and sending its advisors [1:03:00] and so 200 Disney people were sent over from California to work on the project to set it up and to advise the company how to run Disneyland it opened in 1983 it had a million visitors in the first month and of course its been very popular ever since now its well over a million visitors every month on average
[Slide 61] Tokyo Disneyland Onstage <ul style="list-style-type: none"> •The TDL site is laid out following the model of Disneyland (California) and the Magic Kingdom (Disney World, Florida) 	[-] its laid out following the model of the Disneyland in California of course and the Magic Kingdom <i>um</i> so there are 7 theme lands World Bazaar Adventure Land Western Land Critter Country Fantasy Land Tomorrow Land Toon Town and Cinderella's Castle is bang in the middle <i>oh</i> I got a copy of Cinderella downtown for 500 yen the other day as well if you want to see the original

<ul style="list-style-type: none"> • There are now 7 'themed lands': World Bazaar, Adventureland, Westernland, Critter Country, Fantasyland, Tomorrowland and Toon Town - with Cinderella's Castle in the middle 	<p>Cinderella its available at Hirose for 500 yen notice that these are exactly the genres of films which the Disney Corporation has actually been producing over the years you've got Adventure Land and films like Treasure Island [1:04:00] a lot of Western films of course a lot of sort of science fiction stuff Fantasy Land and Toon Town which is the traditional cartoon characters so <i>um</i> Cinderella's Castle is in the middle </p>
<p>[Slide 62] Tokyo Disneyland Onstage</p> <ul style="list-style-type: none"> • The Disney rides are designed by 'Imagineers' and many of the 'spiels' which the guides use during the rides are actually adaptations of the American versions • Generally guides stick to the script • However, the Mystery Tour round the castle is a Tokyo innovation - and has elements from Japanese 'ghost houses' 	<p>the Disney r- rides are actually design by Disney e- a- Disney designers who they call Imagineers Disney actually runs a design company so if you want Imagineers to design your project for you you can rent Disney to do it and of course many of the things which the guides seems to say spontaneously are in fact very carefully learned lines which have been provided by head office generally the guides stick to the script <i>um</i> however you've got mystery tour around the castle in Tokyo which seems to be a Tokyo invention and you don't find actually in the other <i>um</i> theme parks </p>
<p>[Slide 63] Tokyo Disneyland Onstage</p> <ul style="list-style-type: none"> • There are also historical elements - 'Meet the world' includes historical accounts of Japan's relations with its neighbors, stressing both Japan's isolation and its ability to borrow things (like Disneyland) from its neighbors • Despite these adaptations TDL likes to market itself as an 'American' experience 	<p>[--] there's historical elements of course [1:05:00] Disney saw himself as a great educator the nature films were an attempt to educate and some of the historical films were as well including historical accounts of Japan's relations with its neighbors <i>um</i> despite these adaptations however Tokyo Disneyland likes to see itself and market itself as an American experience so if you like its an American experience with Japanese characteristics the whole thing is adapted to a Japanese audience and its got bits of Japanese history thrown in instead of or as well as American history </p>
<p>[Slide 64] Tokyo Disneyland Backstage</p> <ul style="list-style-type: none"> • TDL is big with over 12,000 'cast members' • About 75% of these are part timers • Orientation and learning Disney behavior is important - you can get fired for treating customers badly or going against the Disney Look! • Smiles are important .. 	<p>its big there's 12000 cast members that's people wandering around in masks playing their roles in the different rides and the different exhibits so 5000 of these are part-timers so I suspect a lot of them come from the local student market in fact busy putting on their Mickey Mouse masks in the evening to go play Mickey Mouse <i>um um</i> at Disneyland <i>um</i> orientation [1:06:00] in learning Disney behavior is very important smiles are very important and you can get fired for either treating customers badly or going against the Disney look by taking the Mickey Mouse mask off when there are kids around </p>
<p>[Slide 65] Tokyo Disneyland Backstage</p> <ul style="list-style-type: none"> • All this fits quite well with the stress on appearance and company ideology in Japanese companies • Orientation includes quizzes: 'We TDL cast members provide to all the guests (service, happiness, Disney goods) • The correct answer is Happiness... 	<p>[-] now I think this fits in very well with Japanese company ideology anyway you know the things that Disney requires of its staff in its theme parks all over the world fit in very well with the kinds of things Japanese companies like anyway they like workers in uniform workers who are very polite to the customers of course and workers who play their own role well you know whether it be squeaking away in a lift in these stores in Tokyo or you know people who rush out when you when you get gasoline at the Japanese filling station I don't know if any of you have got cars but getting gasoline in Japan is a major experience its a major cultural experience not to be missed [1:07:00] you drive up you know and immediately 5 people appear one puts the stuff in the tank one polishes the back window one polishes the front windows and somebody gives you a towel so you can polish the</p>

	inside of the windows and then finally there's one guy to wave you out into the road after you've finished it takes about five people to collect gas in Japan now I notice finally a few self service gas stations are appearing but as you might expect the machines are so complicated that they're actually very difficult to use the first time but anyway <i>um</i> its the same thing in Disneyland everyone has their role everyone has their part they play it to perfection and the whole thing creates a Japanese style of service a Japanese style of <i>um ah</i> attention
[Slide 66] Tokyo Disneyland Backstage <ul style="list-style-type: none"> • As with other Japanese companies, OLC full-time workers are trained using elaborate manuals, including office rules, how to answers the phone, serve tea, and bow • The Disney Corp in America has a long history of conflict with labor unions • In TDL the Union excludes part-timers 	as with other Japanese companies <i>um</i> the workers are trained with elaborate manuals including office rules how to answer the phone how to serve tea how to bow to people you know and so on [1:08:00] [-] Disney Corporation in America has a history of conflict with labor unions but that doesn't matter in Japan of course because they've got a house union basically which excludes the part timers who aren't represented at all so there are lots of elements in Disney which work extremely well in Japan which probably explains why its been so successful in the Japanese environment
[Slide 67] Tokyo Disneyland Backstage <ul style="list-style-type: none"> • Critics call Disneyland 'the smile factory' • The organizers try hard to manage the emotions of its clients - by providing 'magic' and maintaining the illusion • Official Disney Talk uses a lot of English - which fits well with the use of English in Japan 	critics call Disneyland the smile factory you know providing the magic and maintaining the illusion is all part of the trick the popularity
[Slide 68] Tokyo Disneyland Backstage <ul style="list-style-type: none"> • Raz describes Disney work practices as 'Taylorist' after FW Taylor, one of the pioneers of management science <ul style="list-style-type: none"> — Division of management from labor — Use of women as a cheap labor force — Pyramid of departments with bosses — Suppression of all individuality through use of schedules, formulas and fixed tasks 	[--] <i>um</i> Raz describes Disney's work practices as Taylorist <i>um</i> those of you who have done any APM courses might know the name of FW Taylor who was the great American apostle of quality control and work organizations to make work really efficient his ideas really caught on you know worldwide in factories the division of management for labor [1:09:00] the use of women as a cheap labor force you've got a pyramid of departments with a hierarchy of bosses and basically getting people to carry out tasks in the same way without any individuality its been argued that this works very well in Disneyland as well you know this kind of <i>um</i> top-down management and people playing their parts to perfection
[Slide 69] Tokyo Disneyland Backstage <ul style="list-style-type: none"> • Result: TDL is obsessed with analysis of tasks, standards, planning, and 'zero defects' • But there is also an official emphasis on 'kokoro' or 'heart' in carrying out duties • These are both in line with the ideology of many other Japanese companies 	[--] <i>um</i> the idea the result is that Tokyo Disneyland is obsessed with quality control obsessed with analysis of task standards planning making sure nothing goes wrong the idea of zero defects has been imported into the theme park to make sure everyone's happy nothing goes wrong but of course there's also an emphasis on kokoro you know making people happy carrying out the job with feeling to give that added feeling of emotion [-] but as I said this is very in line with <i>um</i> other companies in Japan
[Slide 70]	[--] who actually consumes Disney [1:10:00] well that's quite

<p>Cultural impact of Disney</p> <ul style="list-style-type: none"> • Who consumes Disney? • Different groups consume TDL in different ways throughout the lifecycle • Japanese children learn about Disney through TV shows providing clips of cartoons, characters in Disney costumes, plus emphasis on happiness and sport • This is based on American Disney TV 	<p>interesting different <i>um</i> groups consume Tokyo Disneyland in different ways <i>um</i> it turns out to be an experience which all different age groups enjoy with the possible exception of older people who don't seem to go there much <i>um</i> Japanese children of course learn about Disney through TV shows <i>um um</i> obviously based on Disney TV in <i>um</i> America </p>
<p>[Slide 71] Cultural impact of Disney</p> <ul style="list-style-type: none"> • Although American in origin, Disney fits well with other Japanese popular culture genres such as anime and manga • In fact, early Disney cartoons in the interwar period influenced these Japanese genres... 	<p>[-] Disney fits in very well with other Japanese popular culture of course because basically Disney is producing anime which has a long tradition in Japanese culture they're also producing manga because Disney in America <i>um</i> was marketing children's comics very very successfully right back in the 1940s </p>
<p>[Slide 72] Cultural impact of Disney</p> <ul style="list-style-type: none"> • Disney also influences children through <ul style="list-style-type: none"> — Disney educational books — Local community festivals - which often take on Disney themes (Nebarando matsuri) — School excursions - which are big business in Japan — Disneyland is taking over from traditional historical sites and monuments 	<p><i>um</i> Disney also influences children through the educational books of course the stories associated with the films the interesting thing here is that the <i>um</i> Disney story the Disney version of the story has become the popular one [1:11:00] in many cases its replaced the original one and people don't even know the original one in the great fairy stories for instance like Snow White and Cinderella what kids are taught these days is the Disney version the original German version is much nastier and much crueller much nastier things happen you know in Disney its all sort of good fun you know the the princess wakes up in the end and gets her guy there's always a happy ending some of the 19th century fairy stories that these are based on are much more grim or much more unpleasant local community festivals of course which often take on Disney themes we went to see a festival in Yokohama once and it was basically a- all American a huge amount of American influence in Yokohama with American marching bands cheerleaders and of course sort of Mickey Mouse costumes and things <i>um</i> you get school excursions kids go to Disneyland now as school excursion they don't come to Beppu [1:12:00] sad and Disney actually taking over from historical sites and monuments as the educational must see for Japanese kids [Ia] talking about monuments I I I wish I had a picture of it I might be able to find a photograph somewhere <i>um</i> a a a couple of years ago my wife had eye trouble and we used to drive out to Oita to the hospital fairly regularly about once a week and there was a a stone masons producing funeral monuments and s- you know along the road and producing funeral monuments you know tombstones basically for Japanese tombs and now these are occasionally statues you have Buddha statues you have heavenly beings you know you have celestial birds and this kind of thing but the guy decided to have some fun he produced two statues of Mini Mouse and Mickey Mouse in black granite and he produced two identical statues in red granite as well so sitting by the side of the road [1:13:00] were the black Mini Mouses and Mickey Mouses and the red pair as well and I often drove pa- past this and said to my wife I've got to bring</p>

	<p>a camera we've got to photograph this and at last we took a camera one day especially to photograph Mickey Mouse the guy had sold the red Mickey Mouse tombstones the day before so I think we only have copies o- of the black ones who bought I don't know who would buy a red Mickey Mouse stone a granite tombstone its difficult to imagine but someone obviously liked them put them in their garden you know presumably and they were certainly very pretty but <i>um</i> anyway [responds to comments from the audience - inaudible] [la] okay so this is a national treasure [#] right are they using them as tombstones though I asked I actually asked the sculptor why he made it and he said for fun [1:14:00] I'm so bored doing tombstones that it was something different [la] I often wonder actually whether he was actually sued by Disney there's one thing about Disney they are very strong at suing people who use Mickey Mouse characters actually without <i>um</i> without proper authorization okay </p>
<p>[Slide 73] Cultural impact of Disney</p> <ul style="list-style-type: none"> • Much of the market for TDL is among young women in Japan —33% of customers are 20-29 —And 53% are single females —The OL (Office Lady) market is very significant —This is in contrast with the US where the main market is married people over 25 with children 	<p>much of the market for Tokyo Disneyland is actually amongst young women in Japan this is different from America maybe it attracts kids and families there but in Japan a lot of the Tokyo Disneyland cliental seem to be young women now remember in Japan it is the younger women who are the big travelers they live at home many of them they have huge disposable incomes which they spend basically on leisure activities <i>um</i> 20 to 29 year olds make up 30% of their customers 53% are single women the OL or office lady market you know younger women working in offices is very very significant in Disneyland and very much in contrast [1:15:00] with the United States where the main market tends to be married people over 25 with children </p>
<p>[Slide 74] Cultural impact of Disney</p> <ul style="list-style-type: none"> • Disney also fits well with the popularity of 'kawaii' (cute) cultural forms and images in Japan • Disney kitsch (as represented by TDL souvenirs) is easily absorbed in this kind of environment 	<p> [---] Disney also fits very well with another thing that fits very well with Japanese culture and this is the idea of kawaii culture you know the cute little animals the cute little cartoon characters that you see everywhere in Japan <i>um</i> I I I was very struck when I came to Japan you know if there's a building site they will put up a fence to keep people out of the building site but on the fence they will put up a cute little picture of <i>ah</i> fluffy little ducks in the water or something else you know or a little man a little cartoon character bowing to you as you go along and you know to say thank you for putting up with this building site and [la] it fits very well with this a lot of these images are very Disneyesque and Disney kitsch of course as represented by the Tokyo Disneyland souvenirs is very easily absorbed within this kind of environment [1:16:00] </p>
<p>[Slide 75] Cultural impact of Disney</p> <ul style="list-style-type: none"> • Surprisingly, 40% of TDL clients are middle-aged • Vistors to TDL include many families, dating couples, and groups, often making repeat visits • Parents see TDL as a good deal • The elderly do not consume Disney very much - they have conservative tastes 	<p>[--] surprisingly 40% of the Disneyland clients seem to be middle-aged <i>um</i> there's a lot of families dating couples groups <i>um</i> particularly school groups making repeat visits parents see Tokyo Disneyland as a good deal <i>um</i> because they don't you know the whole day is organized for you once you get through the gates <i>um</i> but it seems the elderly in Japan don't consume Disney very much they're much more conservative </p>
<p>[Slide 76] Cultural impact of Disney</p>	<p>[--] so Tokyo Disneyland is an e- example of this horrible word globalization what is globalization well it simply means adapting something which is global to a local situation <i>um</i> you give global</p>

<ul style="list-style-type: none"> •Raz concludes that TDL is an example of 'glocalization' •This is a process by which global forms are given local meanings, and are used in distinctive local ways •Disneyland has not brought about Americanization - it is a 'simulation' of America which has been appropriated as part of Japanese Culture, not the real thing 	<p>forms local meaning so in other words Disneyland is not just a straightforward copy of the American thing <i>um</i> its actually <i>um</i> much more an appropriation an adaptation to Japanese culture [1:17:00] not really the real thing [-] okay I'll leave it there then <i>um</i> if Professor Blackwell comes back he can switch off his camera for the moment though we've got about 10 minutes left any points about that anyone wants to raise about Disneyland because I want to use the last 5 of 10 minutes to discuss what to do about these excellent presentations [comment from audience] [1:17:25] END</p>
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APPENDIX 7: Comparison of Handout and Lecture Text in Lecture 3

1. Outline Text	2. Actual Lecture Text
Lecture Management	<p>[10:36:28] okay <i>ah</i> before I start the lecture <i>ah</i> some <i>ah</i> announcements <i>uh</i> some announcements <i>ah</i> I I forgot that I can enlarge the words and show you so I'm showing you now whenever you put <i>ah</i> your your comments in the folder I want you to type your student ID as your file name followed by your name [#] I see that some of you want to talk to your friend [#] <i>ah</i> can we <i>ah</i> have some quiet that side please okay all those of you standing can you sit down [10:37:00] if not I'm going to ask you to play football after this class please sit down can you sit down lady you can come straight here and sit here she is searching for her friend now please sit down okay [#] can you run faster we are in World Cup now [-] cannot yo - be walking slowly in Japan people please run [#] alright please <i>ah</i> read these instructions and follow them <i>uh</i> some of you just type something and send it to me and put it in my folder now I don't know your name you don't have a file name even it just says Microsoft word file now when you send such a file I will just cancel it sometime after the <i>ah</i> next week the volunteer week I will put in the WebCT how many of you have got three marks for your class presentation [10:38:00] I mean discussion and how many of you have got zero so if you find zero you please come and see me what to do with your your your your the three marks for every week that means something is wrong with your presentation and so please whenever you type a file I think information science introduction to information science they teach you this right I talked to some professors they said they have taught you already this whenever you send a file to another professor put your file name as student ID and then followed by your name then the file cannot get lost because only you can have that file in this university nobody can have that file with me so please do that and then whenever you write a comment at the end of the comment please write your ID again and your email address and then you must remember this is very very important every week I have to look at 480 students [10:39:00] if you put something wrong I'm</p>

	<p>just going to delete it and put it in the Web CT in two weeks time whether you got three marks or zero marks so if you have got zero marks then you have to do it all over again alright you will do it until I give you the three marks so that everybody can get 30 marks nobody can have 27 marks or 20 marks or three marks and people who got zero marks [-] that means they're really very advanced already <i>ah</i> they don't need this grade that's okay and then you must remember please read the topic before you write your comment like today many of you will go to your classroom discussion and you will find the power point presentation they are telling you everything I've told you in the lecture [--] except that they add the picture of Doctor Mahatir Tonga the king of Tonga which is very nice to see but they have not answered the question of the topic [10:40:00] [-] so please ask questions like these in your discussions class and when you write your comment read the title of the topic again [-] before you make your comment don't come and send me something today I liked the presentation I found out something new about Asia Pacific [-] come on you cannot be telling me this [-] everybody knows about the Asia Pacific now is there anybody who doesn't know they are in the Asia Pacific so please don't write comment and then I say because this is a adjunct model course I make sure the comments are at least over a hundred words but you cannot send me a comment with only four words in it I liked the presentation [la] now how can I give you three marks [la] [--] I cannot give you three marks so you must write not less than a hundred words yes [<i>question from the audience</i>] [#] <i>ah</i> that one you must be a great poet to write [10:41:00] in such <i>ah ah ah</i> crisp sentence that I really find I can write a PhD on that its possible I mean many people Shakespeare many people have written PhDs on Shakespeare Shakespeare's dramas are good there are many many poets in the world which can write in seven words everything that is to be said about say the nature of religion nature of God nature of human beings but I don't think I have got such people in this class [-] if there are such people in the class I should not be lecturing I should be a student with that person but anyway if you try and if I find that you are great I will give you the full marks anyway so please don't write less than a hundred words this is to</p>
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	<p>make you think about the topic and write clearly what you want to say after having done the reading gone over the lecture and then some of you are doing level three English class you've already done this in the level three English class some of you have been learning about these things in other courses so [10:42:00] you must make an intelligent comment don't make a comment where I feel my Goodness I work so hard and these student really is making me work harder to understand such simple four words please so please remember this problem don't forget this [#] what else I wanted to say let me see [--] oh yes that's another thing I I want you to ah ah worry about later in the sense ah let me just enlarge it and show you okay [#] now for the next topic that is after the volunteer week we're going to discuss about the World Cup now please change the thing because the question ah ah is made in such a way as if the World Cup is over the World Cup is still going on until June 30th so I've changed the wording [10:43:00] please make a note of this so that when you write a comment know you know you are addressing this topic and when you are preparing your power point presentation make sure this is the title you have why is the World Cup so important for Korea and Japan that's the title of the question so please make a change ah for this alright and with this lets start the lecture today </p>
Preview	
	<p>[#] okay this is the lecture today lets see [#] okay ah this is the lecture today let's see [#] okay today's cup ah today's world today's t-lecture is the most interesting thing I know many of us [-] not me many of us in this lecture theatre may not understand what is this World Cup all about [10:44:00] why are countries making so much noise about it and especially girls would think why are these boys so very stupid about this one ball being chased by 22 men I know some of you don't know how many men are in the field also you only see a lot of people making noise in the stadium but you don't know how to count how many people are playing alright so there are 22 people normally who will chase after the ball sometimes the referee sends out many people for fighting with each other then you have less people but generally you need eleven people per team so if any of you have never heard of football in your life this lecture is to make you get aware of football so you find that this FIFA World Cup Korea</p>

	<p>Japan that's the thing you see everywhere you travel in Beppu you will see the banner like this right on the road side sometimes you buy things now <i>ah ah ah</i> you find 2002 FIFA World Cup Korea Japan [10:45:00] is written there Korea is in blue color Japan is in red color does the color have any meaning you must understand but of course yeah I put everybody red because you are all united by the same blood color red red red color right is there anybody who has blue color blood [la] or green color blood I think all of us have red color blood okay so I am just going to go over this </p>
1. Introduction	
<p>✿ FIFA - Federation International de Football Association.</p> <ul style="list-style-type: none"> ○ First meeting in 1904. ○ Seven member countries – Belgium, Denmark, France, Holland, Spain, Sweden and Switzerland. ○ First FIFA meet held together with Olympics in 1924. ○ Launched a four-yearly 'World Cup'. ○ First World Cup in Uruguay in 1930. ○ 1998 – 16th World Cup in France. 	<p>let me start with the introduction then there are some things I haven't put in your lecture outline so you have to listen carefully okay now football is one of the most interesting games in the world what does FIFA stands for it is actually a French word right it simply means Federation of International Football Association if you put it on if you want to put it in English you can call it Federation of International Football or International Federation of Football Associations but this is a French word so if somebody asks you what is FIFA you should know what FIFA stands for [10:46:00] FIFA you cannot say I don't know but anyway I am not going to ask in the exam what is FIFA alright that is not the thing now I want to tell a brief history of how this World Cup came about now some people at the beginning of last century liked football very much so they decided to get together they held the first meeting in Paris I hope you all know where is Paris in Nihongo we call it Pari alright Paris so in Paris they met in 1904 and they they felt that they must do something to bring the world together to play every year some football matches its something like you want to form a football club near your world I'm using the word football as it was originally used now some people in English will use soccer because somewhere in the development of the United States you find the word football has come to mean American football where they take and run also so we [10:47:00] will call that as American football but the football that we all know we will call it as football we will not use the word soccer so much in this lecture soccer is another word used in English for a football so at this meeting who are the people who were there you must remember no Malaysian <i>ah ah umm</i></p>

	<p> <i>ah ah</i> probably no no Japan also right no Nigeria no Ecuador no Senegal alright all these countries are not there in the world at that time they were all colonies so Belgium Denmark France Holland Spain Sweden and Switzerland all of them got together as you see all of them are European countries and they decided <i>ah th</i>- that they will have a meeting regularly so in 1924 they had the first football match in 1924 was the year of the Olympics right [10:48:00] as you all know in a few years time Olympics will come to China Beijing and then we will hear Olympics a lot and if I am lecturing in this university then probably one whole semester I will only talk about Olympics alright so you must tell your friends when they come here be careful of that lecturer Olympics time he is going to give lecture only on Olympics in China and so you find that these <i>ah ah</i> seven countries got together and in 1924 was the Olympics in Paris so they organized the first football match not the World Cup football match where everybody played but then while working with these people FIFA felt that the Olympics is not the right people because they felt that Olympics had a lot of politics they wanted football for everyone everyone who wanted to play football they wanted to join them together so they decided this is not the way they should not join Olympics for organizing football matches [10:49:00] so they decided that every four years they will have a World Cup on football where nations will come together as countries and play with each other and and and win the game and they will declare who is the world champion in football so if you read the <i>ah ah</i> your your course package there I have put why Uruguay Uruguay is in South <i>ah</i> America <i>ah ah</i> anyway if you watch the football matches they show the map in in in J- Japanese television they show the map of South America and they will say where is Uruguay Uruguay is playing in this football cup also so Uruguay was the first country to volunteer to organize this of course they had a lot of problems many people did not want to support it it looked as if the first World Cup would fail but thanks to some people Uruguay was able to organize the first World Cup in 1930 in South America [10:50:00] and fortunately Uruguay was the first world champion in the World Cup also that's something important and ever since then everybody who hosts the <i>ah</i> the World Cup </p>
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	<p>hopes that their country will become the champion like the last World Cup the 16th World Cup in 1998 was held in France so even though World Cup was started in Paris that was the first time World Cup came back to Paris and all the French people were very very happy about this that the foo- World Cup at last came back to France and more to that you will find that France was the champion of the last World Cup in 1998 and the whole of France became mad for three days the whole night they danced and danced and drank a lot of beer a nd people who sold beer made a lot of profit and everybody danced in the streets and France [10:51:00] declared a holiday and suddenly France felt they have become the best country in the world I mean the World Cup can make people become so nationalistic so mad and so crazy and people also fall in love not for playing football for dancing in the street because they then only they meet the boyfriend girlfriend they and then they dance better on the street and they many people get married or so after that <i>ah</i> whenever the World Cup the country wins so France was very happy in 1998 </p>
<p>✿ International soccer is more than “just a game”.</p> <ul style="list-style-type: none"> ○ Ideas of nationalism. ○ International influence. ○ Economics and politics. 	<p>so you find that <i>ah</i> so when you look at the history of the World Cup in the world you find that international soccer or international football is no more just a game it is not a game where one poor ball you know the ball is so poor its being kicked by 22 people -] if you are from outer space if suppose you are from a different planet you know a different world you’ll come and see these human beings so stupid so crazy [10:52:00] 22 people kicking after one ball and the poor ball is trying to run away and yet they go and catch it and kick it again and again and again and again that’s a very sad thing they will say why is this one living thing football getting beaten up so badly by these 22 people the people from outer space will never understand the crazy behavior of human beings so you find but for our class I want to say that international soccer is not just a game it is not played by only 22 people with a ball you find that whenever this World Cup comes about there is a lot of nationalism in the air you go to Korea now you feel that Korea has become a great nation even though its only South Korea then you come to Japan and in Japan even you find that in Oita like next week we want to declare one week holiday for lectures [10:53:00] so that students can</p>

	<p>celebrate the three matches next week played in Oita stadium anyway some of us will sleep at home some of us will just walk around APU campus but that's okay but we know that we are celebrating World Cup in Oita so everybody feels very very nationalistic so let me say nationalism and also you find it has become a very important game for countries to get international influence we will see how Korea and Japan try to do this and then you find that World Cup is also very very related to economics and politics when you have World Cup you can sell more Hyundai car to say a country like Ecuador or Nigeria or you can say sell more Toyota car because the World Cup is in Japan every World Cup player gets a free Toyota car whenever you score one goal you get a Toyota car</p> <p>[10:54:00] you don't agree [-] you will be very surprised if if Senegal can become the world champion I think the Senegalese government will give them each probably ten million US dollars as a gift as a cheque and they will get like a great treatment they will be heroes probably they will put statues everywhere in Senegal for these people who played football for Senegal so you must remember there is a lot of economics and politics goes on and who are the leaders of national of football teams not the people who play football people who have many many industries these are are <i>ah ah</i> company leaders people in business they are the ones who are involved in football so many of you are studying APM you are wasting time studying APM if you are really clever after this World Cup you will try to become a professional football manager [10:55:00] and run your own football cup who knows you might make millions of dollars foo=-having a football club is one way of becoming a good businessman if you don't want to be suppose you think football not so good its okay have one football club and one badminton club and many other club people are going to become crazy as people become wealthy they need places to spend money and football is one way people like to spend money so why not be intelligent and get the money to yourself so if you are very smart after this lecture you will get together and think how to organize a football club in your life not to play football <i>ah</i> in fact girls can become very good managers of football clubs so you can become a very successful businessman just organizing football matches</p>
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	<p>alright so if you are very smart <i>ah</i> in 20 years time you can try to get the World Cup to only Oita prefecture [10:56:00] not to Japan only Oita prefecture organize the World Cup if you are smart you can start planning anyway I am just giving idea for business probably there is no course in APU which teaches how to make money from sports people are saying go and work for a company work for Toyota company sell this sell that what about organizing games think about it if you a- if you want my consultancy you can come and see me I will see how many how much percentage I must charge you if you are going to be I know whether you are going to be successful or not if you are going to be successful I better work out my percentage then I also can leave APU and join your football club okay World Cup 2002 is <i>ah</i> like for instance if you remember May 31st I I hope many of you listened to my lecture last week and watched the first World Cup between France and Senegal now just an <i>ah</i> example of nationalism now when Senegal won one zero [10:57:00] what does it mean now France is a very big country it has gr- great professional football teams many of you know some of their names well Senegal is a very very poor country in a small country in west Africa and in fact Senegal was a colony of France the people of Senegal speak only French an- but they are very very poor and yet you find Senegal such a small country won its former master and all the people in Senegal became very very nationalistic and whether the people of Senegal like their President or not that day they supported their president and so they president also could also safely come out walk in the street shake hands and he said the next day is a public holiday [-] so na- football can create such nationalism among people of Senegal and today Senegal is very very proud in the world that such a small country has produced a giant team [10:58:00] that can beat giant France and of course the poor French people are very very depressed they are waiting for the next game to make sure that they correct this and become the champion again so we will see until the end of this month what will happen to France and what will happen to Senegal </p>
<p>✿ World Cup 2002 is the first in many areas:</p> <ul style="list-style-type: none"> ○ 32 teams. ○ FIFA World Cup for the 21st Century. ○ First tournament held in Asia. 	<p>and and <i>ah</i> so you find and lets think about this World Cup 2002 you find that the World Cup 2002 is the first in many many cases first of all this is the first time 32 countries are playing in the football match 32 teams is very</p>

<ul style="list-style-type: none"> ○ First World Cup to be co-hosted. 	<p>very great number of teams that's why we have so many games everywhere every stadium that is using that we are using we have three matches being played and then you find this is the first World Cup for this century many of us forget that we are in the 21st century right we forget only when we die probably we will [10:59:00] remember that we died in the 21st century anyway all of us here are born in the 20th century anybody born in the 21st century you must be 2 years old and you must be such a clever person to come to my lecture today you must be very very great I can trust you so you find we all are in the 21st century and this is the first World Cup and we all are lucky that we all get to watch football in the real time when Senegal scores the goal we can see the goal now its up whereas all the previous World Cup like I remember all my life I had to watch in the middle of the night or sometimes in the afternoon sometimes like this time I had to stop the lecture and watch during the lecture because they are playing in a different part of the world this is the first time you will get to see the World Cup when you are sitting in front of the screen and in the evening not not any time of the day and then you find this is the first time FIFA has allowed a World Cup [11:00:00] to be organized in Asia again there is a lot of debate later why FIFA for the first time said it is a joint it is a <i>ah ah a</i> joint between two countries and not like European or <i>ah</i> Latin American or United States where they give only that country because many people feel the FIFA people especially dominated by Europe they feel that Asians are not so good to organize each country by themselves so that's why they forced Japan and Korea to combine together and hold it whereas all the other previous matches before have been organized by only one country like the next one is being organized by Germany alone and so you find of course this is the first World Cup where two countries come together and co-host the tournament so we will see by the end of this lecture and probably by the end of your discussion whether this was a very wise thing or is it going to cause a lot of [11:01:00] heartache for people now having asked al- all these things I want to tell you we are in the Asia Pacific [-] we all the time think probably this football is European invention didn't people in the Asia Pacific think about football sometimes we will ask sometimes I have asked so I did a little bit</p>
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	<p>of searching around and this is what I found in 2nd and 3rd century BC China I mean these are documents <i>uh</i> which show that people in China not everybody <i>yah</i> according to the document these must be people in the royal family <i>yah</i> they play a game called <i>suchi</i> and this is a game where it is a leather ball ts made of leather and its controlled by the feet and they try to kick it between two poles these are already existing in the 2nd and 3rd century BC then even in Japan 1400 years ago we see documents where the game is called <i>kemari</i> [11:02:00] and this <i>kemari</i> people used to use their feet only to prevent the ball from hitting the ground as they pass it to each other so if people stand in a circle you hit the ball the ball should be fall should not fall to the ground and in my own lifetime I played a game like this in Malaysia Indonesia and Thailand there is a game called this is a Malay word probably in Thai it is different probably in Javanese its different in southern Philippines its different <i>sepak thakkro</i> this is a ball made from bamboo <i>ah</i> very thin bamboo and you find that we have like a net ball <i>ah ah ah ah ah ah</i> thing and then we have to kick it with feet we cannot use our fingers you can use your head you can use your shoulders any part of the body except your hands and you cannot allow the ball to touch the ground so you find such things using the feet is quite common in Asia Pacific [11:03:00] if anybody doesn't know how to play a game with feet watch Thai kick boxing you know Thai kick boxing Thai kick boxing they use the feet to slap the other person and they can even kill the other person in Thai kick boxing if any of you don't know what is Thai kick boxing please watch it over the anywhere in the internet anyway many of these games that I mentioned probably you can find it in the internet also now lets let me get back after telling about the Asia Pacific and you find that how is the Asia Pacific doing in football now FIFA has al- recognized 203 national teams in the whole world so if you want to know whether your country is recognized by FIFA as having a football team please go to FIFA dot World Cup I think <i>ah</i> they show it in all the <i>ah</i> all the <i>ah</i> stadiums <i>uh</i> FIFA dot World Cup I think that's the internet site you can go and see [11:04:00] which is the ranking of your country now I just took some countries for Asia Pacific now from 1993 FIFA has been ranking countries what is their position in the</p>
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	<p>World Cup I mean if two teams fight together what is the ranking of the country some countries since 1993 have moved up become better teams some countries have forgotten about football so if you take Japan in 1993 it was in the 43rd position it has become now the 32nd position in the World Cup list and if you take South Korea from 36 it went down to 40 China from 45 to 50 now you must remember in 1986 Hong Kong beat China in regional games and all over China they literally had riots saying that how can China such a big country lose to a tiny Hong Kong and so after that China has even set up a school [11:05:00] for young people they just play football everyday to produce the national team and that's why you find China is rising very fast in World Cup tournaments and similarly in Thailand from 66 Thailand has improved its position and Indonesia has improved its position from 98 to 92 Malaysia from 75 fallen to 112 it is a nation that has lost football and similarly 61 North Korea has gone down to 126 and Hong Kong from 103 it has gone to 142 this is for some countries in the Asia Pacific right you can go up and look the website and discover to know what is the position and if you are trying to plan a business you want to become a businessman organizing soccer tournaments or football tournaments for the rest of your life read all this carefully you can read less about APU subjects read this more carefully you don't need APU degree to become a football club owner [11:06:00] you have money you can buy a football club then you just bargain you want Ronaldo you get buy ah you want David Gui also you can buy him any- anywhere football you buy and sell football players very good business </p>
<p>2. Why co-host the World Cup?</p>	
<p>✿ Japan launched a slogan "First in Asia" to host World Cup in November 1989.</p> <ul style="list-style-type: none"> ○ Strong backing Joao Havelange, FIFA President. ○ Hosted Under-17 Championship in 1993. ○ Japan is economically wealthy. ○ Had three of the FIFA sponsor companies – Fuji Photo Film, Cannon and JVC. 	<p>lets go to the second part why co-host the World Cup now if you look at the history the readings that I have given you you will find that Japan was one of the first countries in fact the first Asian country which ah ah in ah in No-November 1989 it said it wants to do the World Cup it wants to be the first country in Asia to host the World Cup and they were very very ah ah at that time only Japan was able to organize because Japan by that time was considered the second richest nation in the world as you know Japan's economy had become very big in the world and in the entire Asia Japan was the leading economy [11:07:00] and at that time Joao Havelange</p>

	<p>it's a Brazilian name he was the president of FIFA and he supported Japan quite a lot and Japan felt that with the strong support of the president of FIFA it is no problem to get World Cup to be brought to Japan and then of course <i>ah ah ah ah</i> Japan also I mean listening to the president of FIFA organized the under seventeen championship in 1993 to show to the world that it is capable of organizing football tournaments world level football tournaments and also at this point you find that everybody knew that Japan is economically wealthy they won't be stingy they will spend quite a lot of money to organize a good World Cup if it is given and if you look at Japan because [11:08:00] if you look at all the football fields you find that a lot of advertisements you find that they are major sponsors of FIFA three of them were from Japan like Fuji photo film Canon JVC they were already sponsoring FIFA and so Japan Football Association JFA felt that it is no problem since we laid the claim first and we have started and we are very successful and so they said we will get it </p>
<p>✳ Three miscalculations from mid-1993 to second half of 1995.</p> <ul style="list-style-type: none"> ○ Tragedy at Doha, Qatar. ○ Chung Mong-joon ○ Havelange decline. <ul style="list-style-type: none"> ● First non-European president. ● Dynamism to soccer – Youth championship (under 20), U-17 Championship, and Women's World Cup. Sponsorship deals to make FIFA rich. Focused on USA and East Asia. 	<p>but then you find after about 1993 until 1995 those two years this is 1989 somewhere in 1993 and somewhere between <i>ah</i> 1993 and 1995 in those two years you find there were three disasters that struck [-] JFA's calculations JFA is Japan Football Association three miscalculations one was the great tragedy at Doha Qatar [11:09:00] Doha is the capital of Qatar now what happened in this tragedy you find that in 1993 October 1993 there was the Asian Football Championship AFC [--] [<i>writes on the blackboard</i>] see before you go to the World Cup you must fight the region Asia Africa Europe South America North America and so on so Asian Football Championship was held to select the best teams that would go to the World Cup in United States 1994 World Cup so Japan was playing in that and actually Japan was playing the last game the fifth game in its group right as you know there are about four teams and they all play and it was playing the fifth game and the final game all they had to do and they were actually fighting against Iraq [<i>writes on the blackboard</i>] [-] [11:10:00] now Iraq did not actually have a very good team and everybody I mean the team from Japan thought it is easy to beat Iraq something like France thought on the first day it is very easy to beat Senegal <i>ah</i> just like <i>ah</i> give them 10-0</p>

	<p>like that Senegal would be France will get ten goals and Senegal zero and so they all were playing but it never happened so like that everybody I mean Japan Japan's team thought its easy to beat Iraq and go on to the finals but what happened was that [-] like Japan could win 2-1 right Japan scored two goals and Iraq scored one goal and you must remember there was injury time injury time means two three minutes extra and in that time Iraq scored one goal so it became 2-2 so it became a draw and the game ended and that's it you find that once [11:11:00] even though in that group Japan had already beat South Korea right it already had beat South Korea it had already beat North Korea it had won them in a football match but on a goal average South Korea had scored more goals so South Korea and Saudi Arabia got selected for the World Cup and Japan could not qualify for the World Cup because it drew with Iraq on points number of points right he is going to check whether the game with China has started or not [la] today the game with China has started so he going to check make sure that's alright so you find that <i>ah</i> at once at once that evening itself I think it must have been a party the day Japan lost to qualify for the World Cup in 1993 and South Korea qualified the great Chung Mong Jung of South Korea declared that evening itself that South Korea will also ask to be the host for [11:12:00] 2002 World Cup so that's where Japan's headache started and after that it became a really <i>ah ah</i> a challenge for <i>ah</i> Japan now I want to tell about Mr. Chung Mong Jung now he is a very great person I hope some of you will read about him in the internet he has also written a book in Nihongo what I want to tell the Japanese he wants to tell something to the Japanese people he has written in Nihongo what I want to tell the Japanese so please read this book if you can and Chung Mong Jung he is the sixth son of the founder of the Hyundai group now the Hyundai group is not a small chicken burger group if you are in Korea Hyundai is a big industry now he is the sixth son of the founder of the Hyundai group he is not an ordinary person <i>uh</i> so I hope one day he will come to APU and tell what I want to tell APU students okay so he is the [11:13:00] sixth son and you find that he was born in 1952 and he studied economics at Seoul University so when he studied at Seoul University some professor must have told</p>
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	<p>him you better take up football club right just like I am telling you today take up a football club don't sit here and waste your time for an A+ think about a football club and then he was also the president of Hyundai heavy industries I mean he was already a very successful person business leader and you find that he was also an independent member to the Korean parliament he was also elected to the parliament and you find that he became in 1993 January the Koreans were very smart they made him the president of the Korean Football Association and so at the end of the year itself he declared Korea will host the the World Cup see he is a very very clever man [11:14:00] he knows what he wants in life he doesn't waist time he is not interested in the football <i>uh</i> he is interested in Korea and industry and so and then in May 1994 the following year there was an election held in Kuala Lumpur to elect the vice president of FIFA there are four or five vice presidents and Japan also competed to be elected to be one of the vice presidents but unfortunately Japan could not win and Chun Mong Jung got elected as one of the vice presidents that means he joins the 21 member committee of FIFA 21 members and the minute you are the vice president sitting there you know you can talk to many people you can say please support Korea don't support Japan Japanese are very bad people anyway he he was very successful Chon Mong Jung because he rose by 1994 he became so prominent in Korea and in football and in the world of FIFA [11:15:00] you find that Chun Mong Jung had a very important factor in making sure that Japan did not become the total host for the World Cup then Havelange now Havelange is a very very interesting man he was the first non European to beat the European people in FIFA to become the president and the minute he became the president he knew that the world has changed Europe is no more the centre of world's economic activity he knew that United States and Asia Pacific is every very important so when he came to Asia Pacific he knew Japan was the leading economy and United States was the leading economy it was under his presidentship that he introduced a lot of new things for soccer he introduced youth championship under 20 then <i>ah</i> he also that is the youth seventeen some of you might have played <i>uh</i> and then he brought a lot of companies to sponsor FIFA and he tried to focus on USA and East Asia </p>
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		so that is why in 1994 United states hosted the World Cup [11:16:00] and 2002 he wanted Japan to host it but then you find as time passed his everybody began to challenge his presidentship they said he became a dictator and as a dictator he must be removed as president of FIFA and because Japan was very close to Havelange they said denying Japan the right to host the World Cup is one way of hitting at Havelange so in the fight to bring down Havelange Japan also lost the chance to be the <i>ah ah</i> the country that can host everything so actually when lost finally as president when he was removed everybody said that's the end democracy has come back to FIFA
3. Nationalism(s)		
Bidding War to convince the 21 board members of FIFA.		and then I want to talk to you [11:17:00] about what happened before the decision to co host a World Cup was declared and after it was it was allowed [-] now once <i>ah</i> Korea said they also want to host World Cup and Japan also wanted to host World Cup now each country organized a national <i>ah ah ah</i> sort of committee which will go around the world and campaign the 21 members [<i>points at the blackboard</i>] to convince them so they will support either Japan or Korea now whatever is in red color here is what the Koreans <i>ah ah ah</i> said about Japan bad things <i>uh</i> and whatever is in blue color is what Japanese committee said about Korea so what is the criticism both Japan and Korea gave a lot of gifts and invitations to them so if you are member of FIFA and you come to Tokyo airport Narita airport [11:18:00] you get a special car probably and then probably they deliver a car to your home wherever you are in the world free car also then you get first class hotel suppose your son wants to study in APU he gets scholarship also no problem the company gives scholarships you get one company in Japan to gives scholarships send to APU so gifts and invitations until <i>ah ah</i> everybody said this is becoming too much because the same 21 people they take money from Korea they take money from Japan after sometime it becomes a problem whom to support because everybody is giving you gifts everybody is giving you good hotel good food so you must become member of the FIFA team FIFA board then your life is very good you know for four years you enjoy a very good life anyway and then <i>ah</i> Japan said look we have superior technology and infrastructure like the 3D <i>ah</i>
Japan	Korea	
Gifts & Invitations.	Gifts & invitation.	
Superior technology & infrastructure.	Japan's wartime activities.	
Modern transportation network.	133 days tour of 34 countries in 1994, & 35 countries in 1995.	
Infrastructure budget of \$5.2 billion.	Infrastructure budget \$1.3 billion.	
Japan's J-League established later than K-League.	Japan never qualified for a World Cup Final	
29% of all Japan wanted World Cup 2002.	Long-standing football clubs.	
Unstable situation in the Korean peninsula.	Participation in World Cup finals at least 4 times.	
Congested public transport system & lack of top accommodation in Korea.	85% of all Koreans wanted to host World Cup 2002.	
Japan spent US\$70 million in trying to host World Cup.	Korea spent US\$60 million.	
Criticize South Korea for offering business incentives to get support.	World Cup in Japan would be risky because of earthquake and terrorist gas attacks.	
	Promote unification talks with North Korea and	

	<p>promote peace.</p> <p>Japan gave huge financial aid to Brazil for its support.</p>	<p>cameras for instance and whereas Korea said look at Japan Japan's war time activities are very bad we should not support Japan [11:19:00] because there are many countries in the world which are talking about human rights so Korea used this against ah ah ah Japan and Japan said they have the most modern transportation network so you find that Korea for instance in 1994 and 1995 they took a tour like ah ah ah ah ah the the president of ah Korea football association he took a tour they visited 34 countries in 133 days telling all the leaders you must support Korea and when when when the Hyundai leader goes that means business also goes uh he says Korea will give you so much commission you please support us in football so you find that there is no more football they are not talking about the ball they're talking about business they're talking about politics and in 1995 they visited 35 countries to convince them because you must remember there are 201 national teams and so you find a- a- and the Koreans said Japan started the J league very late [11:20:00] whereas the K league has been there very very long K league is the Korea league professional foot cup uh football and the Koreans also did a survey and they said only 29 percent of the people wanted World Cup whereas in Korea how many 85 percent of the people love World Cup so you please put the World Cup in Korea so like this they went on for debating and a lot of money exchanged hands there is corruption bribery uh you must remember corruption bribery a lot of money exchanged hands I think they sent spent something like 83 million US dollars each of them trying to buy people to support them that is so far you can read and find out </p>
<p>⚙ The consequence if Japan or Korea lost the bidding war.</p> <ul style="list-style-type: none"> ○ Negative effect on JFA in Japan. ○ Political problems in Japan. ○ Rise in Anti- Korean feeling. ○ Rise in Anti-Japan feeling. 		<p>then after that everybody became worried [-] what if we give Japan [-] Korea people in Korea will get upset what if we give only Korea people in Japan will get upset like for instance if Korea has got the World Cup then Japan Football Association is closed I think the people in Japan [11:21:00] especially who love football they will go and kill the chairman of the JFA for losing it such hatred uh against JFA for not being so effective then the political problems in Japan like for instance even in Oita the governor has invested so much money in building the stadium they are only playing three matches many people in Oita are quite angry you put so much money </p>

	<p>how much money are we getting back we have lost so much money in every prefecture in Japan the governors are in political danger so you find that if anything goes wrong all these people who took money from Japan also in trouble [<i>points at Blackboard</i>] because the JFA will say all these people took bribery from us problem a lot of problem and then you find that the Japanese people will say that the Koreans are very very smart we must hate Koreans so rise in anti-Korean feeling and suppose Korea had lost Korea Koreans would say the Japanese are always trying to undermine us [11:22:00] you see even in football they cheated us really so anti-Japanese feeling </p>
<p>✿ Co-hosting decision by FIFA led to other problems.</p> <ul style="list-style-type: none"> ○ Japan and Korea have separate languages, currencies, and no history of cooperation between police, security and immigration. 	<p>so in order to avoid all that FIFA decided to give them co hosting but then after FIFA decided so many problems came to the front Japan and Korea are not the same even though they are neighbors they have different languages they have different currencies different money you cannot of course you can use yen to buy in the Seoul airport right but but you cannot use it very much and then they have no history of cooperation between the police and the security and immigration all these has to be done </p>
<p>✿ FIFA established a Japan-Korea Soccer group in July 1996.</p> <ul style="list-style-type: none"> ○ Name of the event. ○ Event logo and mascot. ○ Venues & time schedules. ○ Media and broadcasting. ○ Draw. ○ Ceremonies. ○ Opening and closing matches. 	<p>so in order to avoid all this problem FIFA established a committee called the Japan Korea Soccer Group in July 1996 now the minute they established this they have so many Koreans in the committee so many Japanese in the committee now the the quarrel started how can you name the event should it be Japan-Korea should it be football Korea Japan football Japan says [11:23:00] J comes first K comes next but then Koreans say in French Korea is written as C [<i>writes on the Blackboard</i>] really interesting problem so finally they say okay we allow Korea because under French K comes after Japan but C comes before J so Korea Japan see a simple thing like that so when you see Korea-Japan ah ah ah ah World Cup you cannot take this for granted many people quarrel this and between ah ah Seoul and Tokyo many people flying many times just to settle this problem just this name uh and then venue and schedule times so finally after much fighting they decided okay we will have the closing match in Japan but the first match and the two semi finals must be in Korea [11:24:00] Japan said okay since ah ah JFA thought that they had already lost the chance to host World Cup totally they said alright we will give it </p>

	<p>then they had a lot of quarrels on the venue and time schedules then same thing with media and broadcasting you must remember television stations can make a lot of money NHK can make a lot of money just by broadcasting these things so then they also there then they have to decide which teams must play where because you must remember when France plays more tickets are sold [-] when some other countries play three thousand seats are empty in the stadium nobody goes there to even watch the game you all know that then the same thing ceremonies <i>ah ah ah ah ah</i> then the important this is the mascot like if you take the mascot finally FIFA came up with three mascots now this mascots are a very very interesting issues what is this mascot so finally when they decided the name they said okay after this debate they put Korea Japan now the mascot [11:25:00] I haven't brought the picture here but you can see it in the internet it's a three cartoon figures actually <i>ah</i> it shows the middle one is supposed to be a coach and the other two are supposed to be players <i>uh</i> </p>
✿ Name: "2002 FIFA World Cup Korea – Japan.	
✿ 'Ato' very close to 'Atom', a cartoon figure in Japan. 'Kaz' is connected to Miura Kazuyoshi, a well-known Japanese soccer player. What is the name of the other mascot?	<p>now one of the <i>ah ah ah ah ah</i> mascot is called Ato and the other one is called Kaz the one in the middle is called Nick now the people in Korea some of them said this Ato is similar to Atom all the Japanese children know this cartoon figure Atom you know that how many of you never watched Atom in your life [--] never all my Nihon-jin friends never watch Ato Ato I watch Atom [-] alright and then this Kaz name is something very close to Muirakazuyoshi the Koreans said this cannot be the thing all these names are Japanese names but anyway finally they said okay we will we will have Ato Kaz and Nik as the coach you must read these about this debate and then the same thing with the ticket allocation you know </p>
✿ 50 / 50 ticket allocation.	<p><i>ah</i> this time what whoever sells ticket they can keep the money so like Oita can keep the money for the ticket they sell but then the FIFA gave fifty-fifty now Japan has three times the population of Korea three times there is one Korean there are three Japanese and all the tickets in Japan got sold off faster whereas in Korea they reduced the ticket to get more people to buy and that became a issue of quarrel between the two countries Japan said how can they charge lower price and so on in fact Japan wanted more</p>

	<p>allocation anyway this is another debate and another important thing is opening ceremony [out of order] according to FIFA rule whenever there is a opening ceremony the head of the country must attend the ceremony that means that the emperor of Japan must go to Korea and attend on May 31st but of course as you know in Japan the government cannot tell the emperor what to do so anyway the imperial household said the emperor will decide [11:27:00] to visit Korea only in 2003 or 2004 so the emperor did not go so but the first time it was raised the Koreans said the emperor cannot come to Korea because all the Koreans will protest in the streets saying that during the Second World War the Japanese army killed too many Koreans anyway I think in this case the emperor was more magnanimous and said he is not interested in football he was planting trees on that day <i>ah</i> as you all know </p>
4. Conclusion	
✿ Football as a good way promote and direct nationalism to promote peace with other countries.	<p>anyway so you find conclusion so football is a good way to promote and direct nationalism I I think this is very good the co-hosting instead of Japan and Korea sending missiles across each other they can quarrel and still work together so in this way you find the World Cup has been able to direct Korean nationalism and Japanese nationalism to chase after one ball and spend a lot of money buying beer dancing sitting in the stadium taking trains buses its good its very [11:28:00] constructive </p>
✿ World Cup helped to pacify western countries.	<p>and if you go to Europe you will find the western countries have been pacified they have been made peaceful by this football every weekend people in Europe just watch football they are crazy they dance in the street they drink but that is a good way of keeping violence off the street and keeping football so just like in Western countries where countries have been pacified probably football may pacify between Korea and Japan and China North Korea all of them may work together because of football </p>
✿ Could it promote constructive social processes?	<p>and so you find that it can actually promote very constructive social progress that is what I told my friends from Nepal that day instead of fighting the Maoists why can't you organize a soccer tournament a football tournament ask the Maoists to send football teams and then the Nepalese army also sends football teams whoever wins the football team get a gold cup and straight away everybody will stop fighting [11:29:00] so I</p>

	hope everybody who has a problem at home please tell your countries to organize more football clubs and more football tournaments
<p>✿ What are the benefits for Japan and Korea?</p> <ul style="list-style-type: none"> ○ Younger generation able to enjoy together. ○ Cooperation between Japan and Korea. ○ Political peace. 	<p>now even though the older generations in Japan and Korea have been quarrelling on all these things you'll find the younger people are able to enjoy together so young Japanese travel to Korea to watch the soccer then they take the next plane to watch <i>ah ah</i> thing and then you find <i>ah</i> this whether the Japan and Korea love each other or not this World Cup has forced them to work together it is something like two neighbors they hate each other but then the daughter and the son have fallen in love they have now have to have the wedding so now they having the big festival World Cup and whether Japan and <i>ah</i> Korea leaders like each other or not they are working together to show the world that they can work and as a result you find people talk to each other and you can have political peace [11:30:00] </p>
<p>✿ What are the benefits for the Asia pacific?</p> <ul style="list-style-type: none"> ○ Pacification of people within and between countries. ○ Cooperation between people and countries. ○ More co-hosting of the World cup and other sports events. 	<p>and what are the benefits for Asia Pacific like this can continue this World Cup probably the more people in the Asia Pacific will stop fighting and they will all take up football first within the districts within the <i>ah</i> country then between the countries and between regions and people will work together even though they shout at each other in the football fields they have to drink the same beer Kirin beer right Kirin is the only one company so you find and this has also opened the chance that there can be more co-hosting like Singapore Malaysia Indonesia Thailand may want to co-host <i>ah ah</i> next World Cup or the not next World Cup next World Cup is going to be in Germany after that South Africa I think </p>
<p>✿ Football is no more a game in which 22 men chase after a ball, while millions eat, drink, dance, shout and spend money.</p>	<p>and so you find football is no longer a game in which 22 men chase after a ball while millions eat dance drink and shout and spend money and anyway before I finish today all the countries in East Asia are playing football [11:31:00] China is playing football south Korea is playing football Japan is playing football so please watch all the three matches from I think two thirty today okay so good luck go to your discussion see you all next time </p>

APPENDIX 8: Comparison of Handout and Lecture Text in Lecture 4

1. Outline Text	2. Actual Lecture Text
Lecture Management	
	<p>[10:38:33] okay now <i>ah</i> today <i>ah</i> some announcements first today we start the class discussion if you haven't gone into the Web CT and you don't know which group you belong to which classroom you must go to don't come and ask me after the class you just sit where you are seated go and find out after the class alright [--] people are still talking they are not keeping quiet [10:39:00] [# 45 secs] I will come to you and tell you to stop talking alright we must always be ten thirty-five you must stop talking we must start the lecture right next time if I see you talking I am going to come to you and say stop talking so please don't let me do it every week then you'll become [10:40:00] very famous I know your name I know your id and I will take away thirty marks alright so please don't do that again now lets listen to the lecture today </p>
Lecture Preview	
	<p><i>ah</i> today we are going to talk on a very interesting topic many of you <i>ah</i> who are born and brought up in Japan for you this will be a very very new topic because <i>ah</i> you'll not understand that how do people live with so many languages in their country and sometimes in one family people can talk many languages and coming from different language background so today we are going to talk about the language diversity in the Asia Pacific and how people are trying to solve this problem </p>
I. Introduction	
<p>❖ Language and Culture are related in 2 ways:</p> <ul style="list-style-type: none"> ➤ Language is a part of culture. 	<p>[–] now many of us never think about language until this lecture we find that language and culture are very very related in fact you cannot be a human being if you don't have a language [–] that doesn't mean people who cannot speak [10:41:00] don't use a language as you know they use hand language alright even hand language is a language and so you find for human beings without language it is very very difficult to be human but of course if you watch <i>ah</i> television programs you find that even elephants have language if you if you find a pack of elephants you find that the oldest female is a really an encyclopedia in fact all the other elephants follow the oldest female they know where food is available where trees are located and everything so almost every living thing has some form of communication with each other but human beings are very very unique like for instance we</p>

	<p>don't know who invented the English language we generally think the English people invented the English language but of course if you ask the English people they will say the Normans invented it and the Scotts will not like the English so the Scottish may say somebody else invented the language but today we are using English language [10:42:00] to learn and many of the things that we are learning today in the lecture its not something I I made it or you made it somebody else made it so it is through the language that we are learning how does one become Japanese in Japan through the Japanese language not through sushi not by eating food it is through the Japanese language the language that your mother spoke to you your grandfather spoke to you and the older generation you go to a Japanese cemetery [-] like one thousand years ago somebody died how are they communicating to you of course some of us are very good we can communicate with spirits right we have all the ghosts and spirits sitting in this lecture theatre some of us can see but some of us I cannot see </p>
➤ Language is a vehicle of culture.	<p>but then you find that we use language to transmit our culture [-] and if you remember many things like what say our great grandparents did or what the Meiji [10:43:00] emperor did one hundred years ago more than one hundred years ago you find that it is through language that we transmit our culture many a time when we learn Asia pacific management we forget that language is very important [-] without language you cannot make profit can anybody has anyone made profit by not speaking a word [-] very few people unless you are the most powerful emperor then you show one finger one head gone you show ten fingers ten heads gone but even that is a language you know the minute the one finger comes up your head is going next alright but anyway so you find language is both a part of our culture without language we cannot learn even the computer operates on a language if you all know if you don't know this language you cannot access a computer same thing between human beings most of the time we don't understand each other because we don't understand the language we are speaking yes I am speaking in English to you [10:44:00] like many a time I say please keep quiet but the person listening doesn't understand even though the person knows please keep quiet so I have to go nearby and say please keep quiet then the language becomes clearer so you find that language is a part of our culture and it is through language that we can transmit many things like many of us if you want to know our- ourselves suppose you want to tell somebody one thousand</p>

	<p>years later that you were in APU what is the best way you can do is to write a book [-] write a book and make sure saying that anybody who reads this book will get one million yen and then you find that everybody will read the book and then you can even have an examination in APU anybody who can read the book and answer questions will get one million yen scholarship then you will find that every APU student will read your book so think about it probably when you make a lot of money you can make people read your life history [10:45:00] how you suffered in this class or APU or whatever you did </p>
<p>II. Language Diversity in Asia</p> <p>(Refer to Map on Page 76 of Amara Prasitharathsint: “The Linguistic Mosaic)</p> <p>➤ At least 1,500 spoken languages in Asia. India alone has about 845 spoken languages.</p>	<p>so lets go on this is about the importance of language and you find that if you look at the language diversity in Asia Asia is a fantastic place I mean same thing with Africa because our course is <i>ah</i> limited to Asia Pacific so I’m only talking about Asia and what is relevant of course if you take Africa if you take Latin America <i>ah</i> even you take Europe the language diversity is immense so you find in Asia alone we have something like 1500 spoken languages I don’t think any of us here know more than probably four languages I know only properly about four languages probably some of our students from Africa might know ten languages because they use ten languages everyday in their life but probably if you are from the heartland of Japan probably you know only Nihongo and then some English because you are forced in APU [10:46:00] to study level three English and come to this class after this class you don’t want to speak anymore English its alright no problem so but then all over Asia 1500 languages we take India alone it has 845 languages if you take Indonesia because all of us from Japan love to go to Bali it has 300 spoken languages now this is really immense issue language diversity in Asia Pacific is very very important for people who want to make money so if you want to make money you better know the language of the place before you set up a business if you don’t know then you have to hire an expert probably APU you will find many students who know the languages </p>
<p>❑ Many criteria used by linguists to classify languages.</p> <ul style="list-style-type: none"> Genetic Relationship (belong to same family). Example: Vietnamese & Khmer belong to Austronesian Family. “Types” or “Typology”. SVO (Subject-Verb-Object) languages: Thai, Khmer, and Malay. 	<p>now we can classify languages when we classify languages we cannot say any language is superior or inferior all languages are very important to the [10:47:00] people who use it for some of us we will say what is the use of studying say Vietnamese because Vietnam is still a poor country that is not important in Vietnam for Vietnamese people Vietnamese is very very important language it is probably the most important language for them so similarly</p>

<p>VSO (Verb-Subject-Object) languages: Phillipines Languages.</p> <ul style="list-style-type: none"> • Areal Groups. Example: Southeast Asian Languages, South Asian Languages. • Minority Languages. Political definition of a language. Example: Mandarin is the language of PRC. In Malaysia it is a minority language. In Singapore it is one of the four official languages. 	<p>anywhere in the world any spoken language is very important for the people who keep it so if you talk about the many ways of putting languages together genetic relationship one this is to say they belong to the same family so if we take Vietnamese Khmer I mean there are some students from Kampuchea here they all belong to what is called Austro-Asiatic family its a family and another way you look at a language is by types I mean this is very simple you don't have to learn for the exam just remember if somebody you can make a one hundred thousand yen by telling somebody this make a profit if not forget it you can make languages into [10:48:00] SVO that is subject verb object like Thai Khmer Malay languages have this point so if you have a if you want to speak I go to school right so there is a subject I go is verb object is school right so and there is also verb subject object like for instances Philippines languages are something like that you put the verb first then the subject and then <i>ah</i> object and then we can also classify languages by the areas like we use the term South East Asian languages [-] or we use the word South Asian languages South Asian languages will be from Sri Lanka Bangladesh India Nepal Afghanistan Pakistan or even portions of Tibet will be all South Asian languages and then we have minority languages now the term minority must be carefully used you might be a minority in a country but you will be a [10:49:00] majority in a different country like in the last lecture I said Mongols [-] people who speak Mongolian languages are minority in China but in Mongolia Mongolians are the majority right so it doesn't mean [-] when you say a language is a minority it is a it is a useless language so Japanese is a minority language in Singapore only about three thousand or four thousand students study Nihongo in Singapore but in Japan Japanese is a majority language everything's in Japan even the birds in Japan use only Nihongo you know that anybody who has heard any birds speaking in English in Japan [--] my dog understands only English he is now only learning Nihongo I've taught him I've taught him <i>korewa</i> come here so when he gets lost people say <i>korewa</i> and he knows come here something like that right so like that but otherwise [10:50:00] he understands Malay some Chinese some English and a lot of Tamil that's all my dog understands my dog is learning Nihongo now you know I hope you know what is a dog right [la] if anybody doesn't know what is a dog ask <i>ah</i> an English language class and they will show you a dog there are many types of dogs as you know right many types of dogs not many</p>
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	<p> races of dogs many types of dogs so minority doesn't mean the language is useless so take Mandarin for instance if you go to China if you go to a school in China if you go to a government <i>ah</i> any government department in China you have to use Mandarin of course in different parts of China the spoken language may be different but if you come to Malaysia [#] like if you go to Malaysia in Malaysia for instance it is a minority language because the government doesn't promote it as the language of the government in Singapore it will be one of the four official languages [10:51:00] of Singapore </p>
<p> ❑ Let us use one of above classification and group the languages in Asia. This is called "Genetic Classification of Languages". What does this mean? </p> <ul style="list-style-type: none"> • Languages must share some features. • Languages must have a common ancestor. 	<p> so let us use one of the classification like let's use the classification what we say genetic classification of languages now what does this mean this means languages must share some features that is the root word that must be similar like the word for mother must be similar in all those languages if you look at languages there will be some root word same thing like father that is a root word <i>ah</i> and then languages must have a common ancestor somewhere millions of years ago they must have a common ancestor </p>
<p> ❑ All the languages in Asia are classified as belonging to the following families: </p> <ul style="list-style-type: none"> • Indo-European. • Austroasiatic. • Ural-Altaic. • Sino-Tibetan. • Austronesian. • Dravidian. • Tai-Kadai. 	<p> now all the languages in Asia can be classified as belonging to these languages like Austro-Asiatic like Vietnamese is Austro-Asiatic for instance Austronesian like Dravidian if you don't know what is a <i>ah</i> Dravidian family of languages I speak a Dravidian language [10:52:00] [<i>writes on the blackboard</i>] like in Singapore we have this language as our school language so I speak this is a Dravidian language and somehow or other some Japanese scholars say this language and Japanese is related very very ancient times I don't know how but probably you can ask Ohashi sensei or some other <i>ah</i> language experts in this university then we have Indo-European languages like Hindi the national language of India or Sanskrit then Sino-Tibetan then you have Thai-Kadai this is the Thai group of languages then Ural-Altaic if you go into the Russian land for instance you'll come across this Ural-Altaic Ural is a mountain that separates supposed to separate Europe and Asia right Ural is a mountain range find out from the atlas what is Ural so you we have many many languages like this and you can decide which group your own language belongs to [10:53:00] so you can go home today and ask yourself which gr- family of languages is your language located in that doesn't mean they don't have similarities there will be similarities probably all over the world people call their mother mother but then I come to Japan and they call their mother father <i>chichi</i> and <i>haha</i> so I'm thinking where does <i>chichi</i> and <i>haha</i> come </p>

	<p>from anyway that's alright you think about it and then lets the most important thing is not knowing what these languages all are about this family of languages Dravidian all this is unimportant what is important is that languages must have some use if not its of no use like for instance why are we not learning in this lecture Ainu language <i>[writes on the blackboard]</i> why is this lecture not in Ainu after all Ainu is a language of Japan but why are we not using Ainu to learn this lecture because of its function in Japanese society [10:54:00] it is not used widely </p>
<p>III. Languages and Their Functions in Society</p> <p>➤ Many languages possible even within a language. Most languages may have a common script, but many spoken varieties. Example: English, Japanese.</p>	<p>so lets say many languages you find that if you take any language there's a there will be many many languages within them like many a time we use the word Chinese <i>[writes on the blackboard]</i> <i>[--]</i> I learn Chinese <i>[writes on the blackboard]</i> is Chinese a language if you say you are Chinese it has many many languages within that sometimes you say I learn Japanese is Japanese one language or many languages you must ask so within Japanese you go to different parts of Japan you speak differently but of course many languages can have a common script like like you go all over China you write only in one script but then you find they can have many many spoken varieties like English for instance there is Canadian English there is Singapore English there is Japanese English depends Australian English probably <i>ah ah ah ah</i> a real British English may not be understood [10:55:00] by Australians who who never went to say an English school and probably going from Singapore going from Japan you will never understand the English in America it will take you sometime unless you know Michael Jackson very well you know Michael Jackson anybody doesn't know Michael Jackson Michael Jackson was my brother <i>[la]</i> he went to America to sing songs I came to Japan to teach sociology anyways this is just a joke just to make you ask yourself who is Michael Jackson if not you must spe- spi- see Spiderman you know Spiderman its the most popular film this week in America and <i>ah</i> you must all of you must watch Scorpion King now the second last week Scorpion King was the first this week it has become second anyway so you find both if you take English or Japanese there are many many differences within that language </p>
<p>➤ Languages can have many functions:</p> <ul style="list-style-type: none"> • National Language • Educational Language • Religious Language 	<p>and languages can have many functions it can be just a [10:56:00] national language nothing else people use it or it can be a language of education like in like in APU two languages are important for education Nihongo and Eigo two languages of course there are many students who learn another</p>

<ul style="list-style-type: none"> • International Language. 	<p>five types of Asia Pacific languages then religious languages some languages are only used for religion like if you are a Buddhist [-] for instance you would know this language called <i>[writes on the blackboard]</i> Pali right many of the Buddhist ancient text are written only in that language if you want to be a Hindu scholar <i>[writes on the blackboard]</i> then you must know Sanskrit these language are dead now except the scholars if you want to know the Christianity more older forms of Christianity <i>[writes on the blackboard]</i> then you must know Latin these languages are not spoken by everybody nowadays they are only religious languages so if you go to Kyoto to attend a Buddhist university then there [10:57:00] you will learn something about Pali or in Thailand or in Sri Lanka or in wherever they teach Buddhism Pali is a very important language but of course it is a very rich language but nobody uses it for say buying hand phone nowadays you cannot go and ask in Pali can I get a hand phone its not that they won't have the word but its not used but if you want to talk to God probably these languages are very ancient so when you send a space probe right suppose you send a space vehicle across the universe probably in the space vehicle you cannot use English because the people out there in the world may not know English English is a very modern very young language probably four hundred to five hundred years old only only in the last three hundred years English has become so common and only in the last fifty years we all have to learn English including myself so probably in your space you must send people who can speak in Pali or Sanskrit [10:58:00] or Latin or some aspect of probably send some Chinese character also and some Egyptian calligraphs also then people may understand you must remember these languages are very old we are very very modern even Nihongo is very very young very young and then we have international languages like we will say like <u>English is an international language today</u> </p>
<p>➤ All languages in a society may not have equal functions. Only one language may be treated as a standard language.</p> <p>Example: China has many languages. Only Mandarin has been made the standard language of China. What other Chinese Languages can you Name?</p>	<p>and so all languages may not have equal function in in a society because in any one society you will have only one standard language like China has many languages but only Mandarin is used [-] in the school system in the radio and television and for all official documents if you want to go to Beijing and conduct a discussion you must know mandarin <i>ah ah</i> of course they have translators from English to Mandarin but if you know Mandarin probably you can speak things better </p>
<p>➤ A Standard Language may have many characteristics:</p>	<p>and of course <i>ah</i> you find that <i>ah</i> [10:59:00] whenever we talk about a a standard language generally you find a standard language is</p>

<ul style="list-style-type: none"> ■ Accepted as the most correct form. ■ A long history. ■ Prestigious. ■ Important in government, school, and media. 	<p>accepted as the most correct form like in Japan when I learn Japanese I only learn the Tokyo dialect I cannot learn the Kyushu dialect nobody will teach me Kyushu dialect so when I speak in Nihongo to my to my bus driver or to the attendant you find I can only use Tokyo dialect that's the standard form then generally languages must have a long history of course some languages have very short history that's okay and it must be prestigious respectable and generally this standard language is important in government in the school and in the media media meaning the television and the radio and all these things </p>
<p>➤ Every country has a national language. Some may have more than one.</p>	<p>and you find that many countries have a national language of course in Japan you don't talk about a national language in Japan only Japanese is a language you don't have to have a national language in Japan but in many countries [11:00:00] you have a national language because they have so many languages and in some countries they will have many national languages just one national language many national languages </p>
<p>➤ In most countries, the standard language becomes the National Language.</p> <p>Example: Thailand has 60 languages. Standard Thai has been made the National Language. How many Japanese languages are there? Which spoken form has been made the Standard Japanese?</p>	<p>and you find that in most countries the standard language will become the national language like for instance in Thailand they have sixty languages and only standard Thai has become the national language so if you are learning the Thai language here you are only learning the standard language if you want to do a research in Thailand then when you go to Thailand you must learn the local Thai language only then can you speak to the local Thai people of course you can speak to the school kid [--] alright you can you can sp- speak to the school kid because in the school they would only teach standard Thai but at home they will speak a different language and how many Japanese languages are there of course in the school they don't tell you they only teach you the Tokyo dialect and you leave the school [11:01:00] seeing that that's the standard Japanese then when you go home you speak to your grandparents they speak a different Japanese but then you say its okay we just learn it because I have to speak to my grandparents </p>
<p>➤ Well known languages in Asia are the National Languages:</p> <p>Filipino (based on Tagalog) Bahasa Indonesia (based on Malay) Japanese Mandarin Korean.</p>	<p>[-] and you find that <i>ah</i> there are quite a number of well known languages in Asia Pacific like for instance all of us who know about Philippines we think Filipino is the national language but then what we don't know is that Filipino is based on Tagalog like last lecture I said what are the languages that are used in a in a Philippines like Bahasa Indonesian we can learn this language in APU but it is generally based on Malay then Japanese Mandarin Korean all these are well known languages in the Asia Pacific </p>

<div><div><div>❑ Some countries have more than one official languages:</div><div><div>India15 languages</div><div>Singapore4 languages</div></div><div><div>• Japan ruled from 1895 to 1945.</div><div>• 80% are indigenous Chinese.</div><div>• 20% came from Mainland China after 1945.</div></div></div></div>	<div>and of course some countries have more than one official language like take India India has fifteen official languages so if you go to different parts of India you must be able to speak [11:02:00] that particular official language if not you cannot really speak to the school children you cannot speak to the chief minister or the governor and so on like if you take Singapore you have four official languages in Singapore </div>															
<div><div><div>❑ In some countries, the language called the National Language is not fully used.</div><div>Why?</div><div>Some examples of such countries are as follows:</div><div><table><tr><th>COUNTRY</th><th>NATIONAL LANGUAGE</th><th>OFFICAL LANGUAGES</th></tr><tr><td>India</td><td>Hindi</td><td>14 Official languages & English as link language.</td></tr><tr><td>The Philippines</td><td>Tagalog</td><td>English, Spanish, Tagalog.</td></tr><tr><td>Malaysia</td><td>Malay (Bahasa Malaysia)</td><td>English</td></tr><tr><td>Singapore</td><td>Malay</td><td>Mandarin, Malay, Tamil, English. English is used as the link language.</td></tr></table></div></div></div>	COUNTRY	NATIONAL LANGUAGE	OFFICAL LANGUAGES	India	Hindi	14 Official languages & English as link language.	The Philippines	Tagalog	English, Spanish, Tagalog.	Malaysia	Malay (Bahasa Malaysia)	English	Singapore	Malay	Mandarin, Malay, Tamil, English. English is used as the link language.	<div>and in some countries you find the national language is not fully used they say that it is their national language but not everybody uses the national language like lets see some examples like India Hindi is supposed to be the national language of India but then all over India if you go there will be many people from India who never use Hindi at all in their lifetime they will use their own regional language and probably they are very good in their national language so if you meet a professor from India in Tokyo University for instance he will tell you I don't know any Hindi probably I know Hindi just like I know probably he knows more Japanese than Hindi he will speak in some other official languages of India if you take the Philippines you have the Tagalog[11:03:00] but then many Filipinos use English Spanish Tagalog also [-] then if you take Malaysia Malay Bahasa Malaysia is the national language but then English is used everywhere if you go from Japan you can use English very well to go from one place to another place people in Malaysia are quite happy to speak to you in English if you don't know Malay then in Singapore Malay is the national language but many Singaporeans don't know Malay especially if they are not Malays so after they come to APU then they studying Malay in our language program because in Singapore you never learn Malay even though Malay is the national language why because in Singapore everybody uses English to learn and talk to each other though they know their own languages like Mandarin Malay or Tamil which is an official language so you find there are countries where there can be many national languages and its quite different [11:04:00] and you find that languages play a very important part in education in fact in many countries a lot of the problems lies with which language is in education in Japan its alright probably only the Ainu people find it very difficult to learn Nihongo but the rest of the Japanese people its okay they have to learn many Japanese school children they learn very verv <i>ah</i> a lot of kanji and they forget it later of</div>
COUNTRY	NATIONAL LANGUAGE	OFFICAL LANGUAGES														
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Singapore	Malay	Mandarin, Malay, Tamil, English. English is used as the link language.														

	course as you know many of you have forgotten all the kanji you learnt you only remember the kanji that you need for going from one place to another place
<p>❑ Languages play an important part in Education. Normally, the National Language is made the language of education. There are exceptions:</p> <p>* India Regional languages for primary & secondary education. English is used at the university level for teaching science and technology.</p> <p>* The Philippines Filipino in primary & secondary. At the university level English and Filipino are used.</p> <p>* Indonesia Eight regional languages used in the first 3 years of primary education. After that all subjects are taught in Bahasa Indonesia.</p>	<p>and you find that like in India for instance they have many regional languages for primary and secondary education and then they try to use English for teaching science and technology see if you are learning engineering in India generally the students learn it in English not in their regional languages then if you take Philippines they use they teach Filipino [11:05:00] in the primary and secondary school system but when they go to the <i>ah</i> university level they all begin to use more and more English and less of Filipino even though Filipino can be used if you take Indonesia for instance Indonesia has eight languages right eight languages so the first three years primary one primary two primary three they learn their own regional language then after that they learn everything in Bahasa Indonesia so if you speak to any Indonesian here generally they may know two languages Bahasa Indonesia and their own language so this is very very important </p>
<p>❑ Religious Language</p> <ul style="list-style-type: none"> • All the languages in India are also religious languages. • Thai is the language of Buddhism in Thailand. • What is the religious language of Japan.? 	<p>then what about religious languages but if you take like Pali is an Indian language <i>huh</i> / Pali is an Indian language Sanskrit is an Indian language so you find that all the languages in India are also religious languages you don't have to learn Sanskrit to know about religions in India you can learn it in any language and similarly if you go to Buddhist Thailand if you want to talk about Buddhism [11:06:00] you must know Thai of course if you know Pali many Thai <i>ah</i> Buddhist <i>ah</i> scholars they know Pali also they can speak to you in Pali then what is the religious language of Japan [#] you must ask yourselves so if you when you when you pray to <i>kami</i> everyday <i>kami</i> meaning God <i>huh</i> deity what language do you pray to probably <i>kami</i> the God understands the Nihongo also went to APU and studied Nihongo so what happens </p>
<p>➤ International Language.</p> <p>In the Asia-Pacific English has become the international language. All regional meetings are held in English. WHY?</p> <p>Why not Japanese or Mandarin or Malay?</p>	<p>so then international language in the Asia Pacific when people come together like in APU the first thing they use is English [-] why why are we not using Japanese as a regional language why are we not using Mandarin in fact as a regional language why not Malay of course <i>ah</i> many people in the Asia pacific will say Japanese and Mandarin a lot of <i>kanji</i> to learn very difficult so some people in Japan say that Japanese should be used [11:07:00] should be written in English Romanized alright Romaji don't use the <i>kanji</i> characters anymore they say just use the <i>Romaji</i> characters to teach Japanese then its easier for other people to learn Japanese and it is also easier</p>

	<p>for Japanese school children to learn Japanese because many Japanese school children struggle a lot to learn to learn <i>kanji</i> and then they cannot learn everything also they can learn about a thousand eight hundred fifty words they stop there and after that they don't want to learn anymore <i>kanji</i> so when you want to use <i>kanji</i> you must use all the time <i>hiragana</i> to explain what the <i>kanji</i> character means very interesting so many Japanese scholars think that it is better for Japan to use <i>Romaji</i> characters so that children and non Japanese learn Japanese easier but anyway this is a big big debate and nobody knows whether Japanese scholars Japanese professors will ever give up <i>kanji</i> characters because I think [11:08:00] Japanese professors like to keep very secret so <i>kanji</i> is one way of keeping things secret not many people understand </p>
IV. Making Nations through language planning: The case of Southeast Asia	<p>and then you what about <i>ah</i> how do when you have many many languages how do you make a nation right like take Indonesia many many languages how did they become a nation take Singapore how did they become a nation </p>
<p>All Countries of Southeast Asia have been affected by colonialism:-</p> <ul style="list-style-type: none"> ■ Myanmar (Burma) – ruled by Britain. ■ Thailand – remained free from colonialism. The British and the French shaped the borders. ■ Laos, Kampuchea, Vietnam -- French Indo-China. ■ Malaysia -- British. ■ Brunei Darussalam -- British. ■ Singapore -- British ■ Indonesia – Dutch. ■ East Timor -- Portugal, Indonesia. ■ The Philippines – Spain, U.S.A. 	<p>and you find that all the countries in the Asia Pacific are affected by colonialism so I've given Myanmar Thailand Laos Malaysia Brunei Darussalam Singapore Indonesia was ruled by Holland Dutch <i>ah</i> East Timor Portugal in fact nowadays in East Timor there is a big debate should they make Portuguese the language or should they keep Bahasa Indonesia as the language or should they keep another language they call it I think its Tieun [# writes on the Blackboard] I am not sure of the spelling [11:09:00] but it is called Tieun its a mixture and there <i>ah</i> in East Timor there is a big debate now which language to make it as the national language and the school language and they don't know whether they should switch to English all the while because when they were ruled by Portugal they learnt Portuguese then Indonesia ruled them for almost twenty five years now all the young people in East Timor only speak Bahasa Indonesia and now but they want to become independent they don't know whether they should switch to English because by learning English they can become more international so this is a big problem now in East Timor then the Philippines </p>
<p>All the countries of Southeast Asia were occupied by Japan during the Second World War.</p> <p>❖ After the Second World War, 'nation building' or 'state building' became the most important activity in all parts of SEA.</p>	<p> you find that all the countries in South East Asia were occupied by Japan during the second world war many people learned Japanese during the second world war like my grandmother knew a few words to speak to Japanese soldiers in Singapore alright so many people learnt like if you go to Taiwan and South Korea many people the older people [11:10:00] they can speak</p>

<p>❖ Creating the “political community” was important to all countries.</p> <p>❖ All the countries used language policy as an important policy to create their “political communities”.</p> <p>❖ What do we mean by “political community” and “language policy”?</p> <p>❖ In creating a ‘political community’ (or a nation), the following are expected:</p> <ul style="list-style-type: none"> • Make people identify with the country. • Share responsibility. • Accept government authority. • Assist in information & economic exchange. • Obey the laws. • Reduce the cost of governing. • Overcome ethnic pluralism. 	<p>Japanese very well in fact many of them have studied in Japanese universities so you find that all these things have happened it’s all about language but then after the world war many countries became independent like Malaysia became independent Indonesian became independent Vietnam became independent all of them became independent and all of them wanted to become a nation and this is what we call a nation building and in trying to create a nation they have to create a community that is a group of people who can believe that a country is possible so if you go to Indonesia Indonesia as I told you they speak about three hundred languages now how do you create a nation out of people who speak three hundred languages so all the countries used language policy to create a nation now let us try to understand what is the meaning of political community and what is the meaning of language policy [-] [11:11:00] now in trying to create a political community or a nation there are many things that the countries try to do they try to make the people identify with the country now this may be easy you get very small children like all of us have done that very small children every morning give them the Japanese flag and sing Japanese song then you become you feel you are in Japan now probably after the Second World War in Japan you don’t do that but in Singapore for instance even the small children going to kindergarten every morning they stand together and the Singapore flag is put on the board by the school teacher and then they sing the song Singapore song and then they sit down same thing in Indonesia so you can through education you can make people identify with the country now sharing responsibility yes everybody likes to be in Japan but tomorrow if there is a war [11:12:00] who has to fight for Japan like in countries like Singapore Taiwan South Korea they make sure everybody who is a citizen must go for national service [writes on the blackboard] [--] that is for about two years in our life we go and become a soldier we learn how to fight a war if there is a war tomorrow so in many countries they ask you to share responsibility but in Japan one way you share responsibility is by paying taxes so after this class if you go to the cafeteria when you buy food there is a tax right there is a tax you pay and that is you are sharing responsibility to keep Japan a very nice place so that the policeman will come to you the ambulance will come to you hospitals will operate the roads are there that is sharing responsibility then accept government authority we all know the laws [11:13:00] then we also use</p>
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	<p>language to to exchange information and also <i>ah ah</i> economic exchange like for instance if you go to the shop and you take out a dollar and say this is my dollar note you don't want to use Yen of course if it is US dollar the Japanese shopkeeper will take suppose you take say I am from Ghana this is Ghana note I will only use Ghana note in Japan nobody will sell you anything nobody will buy anything imagine if you go today go home today take a lot of papers and write this is your currency right your own money you have created money and then you go around saying I'll pay for you with this I'll pay for you with that now that will be a problem so that is why we have for economic exchange we all accept the Yen in Japan imagine if we all carried different different money and say this is what I pay today you go the cafeteria and say I don't care [11:14:00] you give me rice I pay you in my country currency now the the cafeteria person will become mad they don't know what to do half the student body in Japan or APU wanting to use some other currency not Yen it's a problem anyway of course we must obey the laws when we have languages we reduce the cost of governing like you don't know in APU it is quite a problem every time in APU to have Nihongo and English two information imagine we go and put in ten languages or three hundred languages if you go to Papua New Guinea imagine you have to put in six hundred languages my goodness the government cannot run not enough paper not enough computer space how do you put all the information how do you put all the information in one computer and of course by the language policy you can overcome ethnic pluralism </p>
<p>➤ Language Policy is used to decide the following:</p> <ul style="list-style-type: none"> • Status of indigenous & foreign languages. • Language of education. • Language of government. • Language of communication. 	<p>[-] and and then of course whenever they have language policy [11:15:00] there are many things that they have to decide like in Papua New Guinea for instance and what is the indigenous language and what is a foreign language probably in Papua New Guinea they feel use English easier like in the case of Indonesia they have three hundred languages so they decided okay we just use Bahasa Indonesia to to educate to run the government and so on in Singapore they had four official languages so they decided lets use English for education and the government but in Malaysia they said we have many languages may be best to use Malay and then the language of education the language of government language of language of communication so when the Prime Minister speaks to the country in Japan like Koizumi speaks to people in Japan suppose he uses English what will happen to him he must only use Nihongo to speak in Japan but of course</p>

	<p>if he goes to <i>ah ah ah ah</i> China and uses only Nihongo to speak to the people in China [11:16:00] it's a problem for you but of course he gets a translator to translate but if he can speak Mandarin people in China will love him very much people will say this Koizumi is a great Prime Minister actually he loves China but he still goes to the shrine every year you know the famous shrine he goes every year he is a famous person </p>
<p>➤ Many types of language policies are followed:</p> <ul style="list-style-type: none"> • A single language. • A single language with other languages having limited official status. • Two or more languages with equal status. 	<p>so with this you find there are many many types of language policies some countries say we use only one language some countries use one language and they say we can also use other languages right like in Japan slowly and steadily in Japan everywhere you find English being put into small words you go into any railway station any <i>eki</i> you find there is an English word somewhere saying that what is the station name <i>ah</i> because of the World Cup all over Oita Prefecture in Osaka more and more English is being used so that people who come into Japan will understand what is happening [11:17:00] and then of course in many countries they have two or more languages with equal status like lets take APU we have English and Nihongo as equal languages being used in the campus </p>
<p>➤ Thailand.</p> <ul style="list-style-type: none"> • Never colonized. Started nation building at the same time as Japan • Thai language used in government and religion during 19th and 20th centuries. • Non-Thai people were to be assimilated (to become Thai). • Ethnic pluralism not accepted. Followed the 'French Model'. • Standard Thai. Never recognized other variations. • Ethnic minorities (Malay Muslims in the South and Northern tribes form 25%) • The Chinese were forced to assimilate: <ul style="list-style-type: none"> ■ 1950s: legal migration suspended. ■ Supervision of Chinese schools, associations and newspapers. ■ Must use Thai names only. Encouraged to marry Thai women, practice Buddhism, and use Thai at home and in business. 	<p>lets see some countries like you can read all these things like Thailand for instance they use a standard Thai even though there are sixty types of Thai languages they use standard Thai and what about the ethnic Chinese in Thailand they are considered foreigners in Thailand not local people so you find in Thailand [##] <i>[loses mic volume]</i> okay so in Thailand what they did in order to create national unity is to make all Chinese [11:18:00] use only Thai names so even if you meet a Thai friend who says yes my grandparents are Chinese but you find them having only Thai names and so in Thailand the Chinese were encouraged to marry Thai women become Buddhists not become Christians and use Thai in home and business so like this they can create national unity like that </p>
<p>❖ Malaysia</p> <ul style="list-style-type: none"> • Population made up of Malays, Chinese, Indians and many indigenous groups in East Malaysia. • Malay Nationalism arose in 1930s as Malays 	<p>and you find that same thing in Malaysia right Malaysia you'll find you have Malays Chinese and Indians and yet you find they said only the those who are Bumiputras that is if in order to be a Bumiputra you have to be a Malay a Bumiputra is a Sanskrit word alright Bumiputra is a Sanskrit</p>

<p>were afraid that non-Malays will rule them.</p> <ul style="list-style-type: none"> • How is a Malay defined in Malaysia? <ul style="list-style-type: none"> --- “bumiputera”. [sons of the soil]. A special position. Political hegemony/supremacy. --- speak Malay Language. --- practice Islam as the only religion. --- practice Malay Culture. • Malaya became independent in 1957 based on an agreement between Malays and Non-Malays. <ul style="list-style-type: none"> -- Malays will be the dominant race. -- Islam as the national religion. -- For 10 year Malay & English would share equal status. -- After 10 years Malay will be the National Language. -- Non-Malays will be given citizenship. • May 1969: Ethnic riots between Malays & Chinese. <ul style="list-style-type: none"> ■ vigorous implementation of Malay. ■ Government administration became in Malay. ■ Education fully in Malay. Chinese and Tamil schools allowed to exist only at the primary school level. • Malay political elites have been able to do the following through language policy: <ul style="list-style-type: none"> ■ a single language for the creation of a nation (political community). ■ Malay has become a symbol of Malay hegemony/supremacy. ■ Advantage for Malays to compete in education and jobs. ■ Does not assimilate people into one nation. ■ Ethnic pluralism and tensions remain. 	<p>word though now it is used as a Malay word it means sons of the soil and when you are Malay in Malaysia you have a special position and you are considered to be politically much higher than say [11:19:00] Chinese and Indians in Malaysia [#] and then <i>ah</i> and then what is a Malay generally in Malaysia Malay is considered as someone who speaks Malay language he must practice Islam and he also must practice Malay culture only then you become a Malay and you find that because of Malay has a different races in 1957 when they became independent they decided that <i>ah</i> Malays will be their dominant people right though we use the word race here but in Malaysia they use the word race not as ethnic group so Malays will be their dominant people and Islam will be the national religion and they agreed that for ten years they will treat Malay and English as equal and after that they will only use Malay and in exchange for this all Chinese and Indians who migrated to live there they will become citizens [11:20:00] of course in nineteen May 1969 they had a lot of riots and you find that after that the Malaysian government has totally followed using only Malay as the dominant language and so the entire government administration in Malaysia today is only done in Malay of course they say those who want to run Chinese schools those who want to run Tamil schools they can keep them but only at the primary school levels no secondary school no university level this is a way of controlling people so you find the Malay political leaders now have a single language for the creation of a nation they said we will only use Malay language to create Malaysia and by using Malay they feel that Malays have now become the masters of Malaysia that is what we use in English hegemony or supremacy and this has allowed Malays to compete in education and [11:21:00] in jobs but of course Malaysia is not consider itself one nation because if you go to Malaysia there is a lot of tension underneath the people talk to each other quite well they travel in the same train and same bus but the Chinese Malays Indians they have a lot of tension below they don't like each other <i>ah</i> this you will see again and again so you find even though Malaysia has tried to follow Malay as the only language policy there is a lot of ethnic pluralism and lot of tension and anytime people may get angry so they don't mix with each other so if you go to universities in Malaysia the Malays only mix with Malays Indians with Indians Chinese with Chinese you don't mix across so nation has not been created </p> <p>❖ Indonesia.</p>
	<p>if you take Indonesia it's a different thing there</p>

<ul style="list-style-type: none"> • More than 250 languages and dialects living in about 12,000 islands. • Challenge of Indonesian Nationalism -- How to unite all the people? • By 1928 -- Malay spoken by 4 to 8 % of the population chosen as the National Language. • Bahasa Indonesia used in Government, Education and Communication. • First three years in primary school 90% of the Indonesian children learn in one of the following languages: Javanese, Balinese, Madurese, Sundanese, Batak, and Makasar. Bahasa Indonesia is taught as a second language. • The next three years of primary education is done in Bahasa Indonesia. Other languages must be taken as a subject. This is to ensure “respect for indigenous culture and literature”. • Indonesian Nation has been held together by this language policy. 	<p>are more than 250 languages of course people live in about 12000 islands now people who created Indonesia [11:22:00] like President Sukarno their question was how to unite so many people speaking in different languages so in 1928 if you take 1928 the year in which they formed they tried to form a group to make Indonesia a country Malay was only spoken by about 4 to 8 percent out of all the people in Indonesia and yet when Indonesia became independent President Sukarno and many others decided that Bahasa Indonesia based on Malay will be the language that will unite the whole of Indonesia and so you find in Indonesia more or less they have been bit successful in trying to make people become <i>ah ah</i> united so the rest you can read and find out okay now there are many other languages that are important like Javanese Balinese Madurese Sundanese Batak Makassar all these languages you can learn in the first three years [11:23:00] and 90 percent of the Indonesian children learn one of these languages and of course Bahasa Indonesia is taught as a second language at the primary one two and three level and after that you’ll find once they go further into secondary school then they only learn Bahasa Indonesia and this makes everybody only use one language </p>
<p>❖ Singapore.</p> <ul style="list-style-type: none"> • Became independent in 1963 by joining Malaysia. In 1965, separated from Malaysia and became fully independent. • Ethnically plural society. Chinese 75%(Hokkien 56%, Cantonese, Teochew, Hainanese etc); Malays 14%; Indians 7% (Tamils 82%). • Since 1959, the People’s Action Party (PAP) has been in power. Led by English educated elites. • 5 objectives of language policy: <ul style="list-style-type: none"> ■ rapid economic growth. ■ Common medium of communication. ■ Respect for each other’s culture. ■ Build Singaporean identity. ■ Integrate into the region. • Malay became a symbolic National Language. Four official languages, namely Mandarin, Malay, Tamil and English. • English has remained the language of government, education, law and economy. • English is the common language for all Singaporeans. Why? 	<p>lets take Singapore [-] it became independent in 1963 and in 1965 Malaysia told Singapore you better get out we don’t want you as a part of Malaysia so if you look at Malaysia you’ll find that Chinese are the majority there ethnic Chinese form 75 percent but then all the Chinese don’t speak Mandarin at all Mandarin is only spoken in Singapore [--] [writes on the whiteboard] only 4 percent of the people in chi- of Singapore will say their home language is Mandarin only 4 percent 56 percent [11:24:00] speak Hokkien then Cantonese Teichu Hainanese then if you take Malays who form 14 percent of the population right they only speak Malay if you take Indians who form 7 percent of the population then amongst them 82 percent will only speak Tamil people like me alright we only speak that language we don’t speak Hindi at all so you find that Chinese Malays and Indians it is a very difficult society actually you should make Hokkien the national language of Singapore but then they decided otherwise so you find four- there are five reasons why they wanted to chose English one they wanted Singapore to grow very very fast if not Singapore cannot compete with Japan Hong Kong or Taiwan then they wanted a language that people liked to communicate in if you take Hokkien the language other Chinese will not like it [-] if you make Malay as the language Chinese</p>

<ul style="list-style-type: none"> Language is no more a political issue. 				would not like that so they decided that use English as the link language [11:25:00] and respect for each others culture and that is why in Singapore everybody must learn their own language if you are a Chinese you must learn Mandarin if you are an Indian you learn Tamil if you are a Malay you must learn Malay so everybody must respect their own language and then build a Singaporean identity by using the English language and slowly and steadily become part of the South East Asian region so for these reason they made Malay as the symbolic national language [-] like even I don't speak much of Malay though I speak Malay then we have four official languages Mandarin Malay Tamil and English and English has remained as the language of the government law and all these things so if you go to Singapore nobody is really worried about language issues anymore nobody is bothered whether you want to learn <i>ah</i> Hokkien or Teichu or anything because everybody knows that if you go to school in Singapore you can speak to each other in English language and thereby you don't the races [11:26:00] don't fight with each other
❖ The Philippines <ul style="list-style-type: none"> 8 major languages. They are not understood by one another. Spain and the U.S. created a central government. Language is not settled. Since 1945, the elites have been promoting Tagalog as the National Language. English still remains the language of government and higher education. Filipino remains a symbolic language. First three years of education in the regional languages. Then education is taught in Tagalog and English. University education is in English with Spanish as a requirement. Filipino has become a popular language. But the people also want English to remain. 				what about the Philippines Philippines also the same eight major languages [-] nobody understands each other and you find that generally they use <i>ah</i> the first three years they use the regional languages and then they use Tagalog and English to cover the rest of the <i>ah</i> places
➤ Have the countries in Southeast Asia been successful in creating a “nation” or the “political community?”. (see Table 10.1, page 199 of Milton J. Esman).				so lets look at these countries have they succeeded in creating unity in Thailand they use only one language whether they have <i>ah</i> been successful we are not certain but the political community has been created we are not certain even though you find <i>ah</i> there is a lot of problem within Thailand minority people are still having problems and Malaysia yes like political leaders have created shaped a language policy have they been <i>ah</i> <i>ah</i> successful in creating a united country
Country	Did the elites try to shape language policy	Were the elites successful in shaping	Was the “political community” created?	

		the language policy?		no right Malaysia has a lot of tension like Indonesia even though Indonesia is very poor [11:27:00] still you find Indonesia is very very successful it has created a country at least people from different parts of Indonesia can speak to each other in one language they understand other Singapore is also the same and in the Philippines they have not been successful in promoting one language but they have created a nation somehow
Thailand	Yes	Uncertain	Uncertain	
Malaysia	Yes	Yes	No	
Indonesia	Yes	Yes	Yes	
Singapore	Yes	Yes	Yes	
The Philippines	Yes	No	Yes.	
V. Conclusion				
Political Community does not require cultural or ethnic homogeneity. It can be created by language policies. <p style="text-align: center;">-END-</p>				so what is the conclusion from all these things [-] so you don't have to have one single language to create a country like you don't have to have to have Nihongo to create Japan even though the emperors of Japan or the people in 1863 believed that you only you must have Japanese that is why they made the Ainu people learn only Japanese I heard <i>ah</i> from another Sensei that they are only now [-] [<i>writes on the Blackboard</i>] eighty people in Japan who speak the Ainu language so even amongst the Ainu people Ainu language is dead so you find in Japan [11:28:00] the government has been trying to say you must only use the Tokyo dialect and one type of Japanese now whereas if you look at South East Asia you find that it is different you can create a country by language policy like Indonesia has been created by a language policy now Singapore has been created by a language policy even Thailand or Vietnam if you take all these countries you'll find that even though they have many many ethnic groups by language policy they have been able to create a nation so please don't go to a country and kill all the languages and impose English language right so you can still have many languages and by a very careful policy you can create a nation okay
Lecture Management				so now please go to your different classes for discussion okay thank you

APPENDIX 9 : Topic Phase Analysis of Lecture 1 (Lecturer A)

[Lecture Management]

Thank you very much Peter for that kind introduction okay / um this morning I want to give you a very broad introduction / um Professor F. and I discussed three topics / um he's going to do it in Japanese in the next period / I'm going to do it in English / we haven't coordinated / so what we say may be very different from each other / and you can sort this out in the tutorials / I've got quite a lot of PowerPoint slides to get through / um normally when I lecture / I put a lot on the PowerPoint slides / because I know many of you speak English as your third or fourth or fifth language / this is not easy / I understand that / so if you can't understand me / all you have to do is look up at the subtitles / so it's like a sort of movie / um if you can't understand the words / look at the bottom of the screen / and you'll see them / [-] also these lectures are very very long / um they're an hour and a half / and nobody can concentrate for an hour and a half / um I also go to sleep after about an hour / so if I go to sleep / please wake me up / but um I will give you a break / what I will do is I will talk for about 40 minutes / I will then have five minutes for questions and comments / and if there's time / I'll give you time to just dash out to the loo / have a cigarette / or have a cup of coffee / and then I'll start again with the second half / and if there's time at the end / I'll give you time for more questions / so I'll see how quickly I can get through / um I've shortened the PowerPoint slides for today's presentation / the original is very long / and the whole PowerPoint slides really come from a much longer paper I wrote which I've also given to the office to put on WebCT / um this is very long indeed / it gives you a lot of information on the contemporary literature on the Asia Pacific / but um this morning I'll just summarize it //

[Lecture Preview]

um I'll discuss three main questions really / um they may be in a different order from on your paper / I've switched them around / as I developed the lecture / firstly I'll talk about the Asia Pacific in general / what is it / and why do a lot of people study it these days / that's the first question / secondly I'll be talking about um ethnicity and the nation state / why is ethnicity such an important topic in studying the Asia Pacific / and thirdly I'll look at the economic structure of the Asia Pacific / why has it developed so fast / and what changes are taking place nowadays //

[Topic Phase A: Preview]

[-] SO I'LL START OFF REALLY WITH THE IMPORTANCE OF THE ASIA PACIFIC / AND UM ITS DEFINITION / WHAT ARE THE GEOGRAPHICAL AREAS //

[MacroTheme A1] [A¹ Exposition core / Thesis]

EVEN THOUGH APU IS A VERY NEW UNIVERSITY / IT WAS STARTED WITH FOUR HUNDRED STUDENTS IN 2000 / UM [LA] MOST OF THE STUDENTS COULD HAVE GOT INTO THIS LECTURE ROOM AT THAT POINT / UM ACTUALLY DISCUSSION OF THE ASIA PACIFIC AS A REGION GOES BACK MUCH FURTHER //

[hyperTheme A1A] [A¹ Argument / Stage 1]

the earliest reference I found to it was in 1967 when the Japanese foreign minister suddenly started talking about the Asia Pacific which he said was a new idea at the time //

[hyperTheme A1B] [A¹ Argument / Stage 2]

now at that time the Japanese economy was growing very fast after the Pacific war / I'll talk about that later in the lecture //

[hyperTheme A1C] [A¹ Argument / Stage 3]

also Japanese investment in East and Southeast Asia was increasing / and so was investment from America and from Europe //

[hyperTheme A1D] [A¹ Argument / Stage 4]

also um this was the time when the Vietnam war of course was just starting / so again the US had a heavy involvement in Asia and began to get interested in Asia // it's quite interesting //

whenever Americans go and fight somebody | then academics come along and start studying them as well | I think in the next few years the Americans will be very interested in Middle Eastern studies [1a] || but in the 1970s they were interested in Asia because there was a war going on there ||

[hyperTheme A1E] [A¹ Argument / Stage 5]

so interest grew rapidly in the Asia Pacific | and the number of books being published with Asia and Pacific in the title has actually doubled every five years since the 1970s ||

[hyperTheme A1F] [A¹ Argument / Stage 6]

[--] **um Asia Pacific programs of course started to appear at a lot of universities and institutes throughout the world** | and I just listed some of these which I got off the Internet | I was very surprised to find how many universities had Asia Pacific or Pacific Asia studies programs | and you can see some famous names of universities here including Harvard Duke Michigan and so forth in America Stanford | in Australia there's quite a lot | Canada there's quite a lot and also places like the University of Hong Kong Waseda University in Japan and of course Ritsumeikan APU which was set up in 2000 ||

[hyperTheme A1G] [A¹ Argument / Stage 7]

[-] textbooks also started to appear | I was surprised at how many textbooks on the Asia Pacific there were ||

[discourseTheme A2] [A² Exposition *higher-level macro*]

BUT THERE REMAINED A BIG BIG PROBLEM WHEN I STARTED TO READ ALL THESE TEXTBOOKS | I WAS ASKING MYSELF THE QUESTION ALL THE TIME WHAT IS THE ASIA PACIFIC REGION | WHAT COUNTRIES AND REGIONS DOES IT ACTUALLY INCLUDE | BECAUSE EVERY TEXTBOOK WAS DIFFERENT | EVERYONE HAD A DIFFERENT MAP OF THE ASIA PACIFIC | SO I WANT TO TALK ABOUT SOME OF THE REASONS FOR THIS *um* THIS MORNING ||

[macroTheme A2A] [A² Argument / Stage 1] [A^{2A} Descriptive Report *core / Classification*]

DIFFERENT AUTHORS AND DIFFERENT UNIVERSITIES DEFINE ASIA PACIFIC IN DIFFERENT WAYS DEPENDING ON THEIR OWN AGENDAS | BUT MOST DEFINITIONS BOIL DOWN TO THESE ||

[hyperTheme A2A1] [A^{2A} Description /Stage 1]

um many people talk about Pacific Asia which they usually mean um East and Southeast Asia | that's to say Japan Korea China and the ASEAN countries | *um* they're not quite sure what to do with places like Australia and Russia | in fact Russia is by far the biggest of the Pacific Asia countries | much bigger than China | it's about twice the size but | is it a Pacific Asian country | is it Asian or should we think of it as European | nobody really knows what to do about Russia | *um* same with Australia you see | is it part of Asia | [-] or is it separate ||

[hyperTheme A2A2] [A^{2A} Description /Stage 2]

um the Pacific rim is also talked about a lot | and that's all the countries around the Pacific | that of course includes *um* the United States Canada and South America ||

[hyperTheme A2A3] [A^{2A} Description /Stage 3]

and then of course we've got the Asia Pacific which people talk about | and the definitions of that do change a lot ||

[discourseTheme A2B] [A² Argument / Stage 2] [A^{2B} Factorial Explanation *macro / Outcome*]

[-] SO WE HAVE SOME VERY IMPORTANT QUESTIONS ABOUT HOW TO USE THE WORD ASIA PACIFIC | SHOULD AUSTRALIA NEW ZEALAND OR INDIA BE CONSIDERED AS PART OF THE ASIA PACIFIC ||

[macroTheme A2B1] [A^{2B} Factor /Stage 1] [A^{2B1} Exposition *core / Thesis*]

WHY SHOULD WE INCLUDE INDIA ||

[hyperTheme A2B1A] [A^{2B1} Argument / Stage 1]

well the answer is of course is that there are many cultural links between Southeast Asia and India originally | Indian culture used to extend right down through Southeast Asia until Islam came along and covered most of Indonesia | but there is still a lot of Indian culture | and there's a lot of Indian migrants also all over Southeast Asia and the Pacific ||

[macroNew A2B1] [A^{2B1} Reiteration of Thesis]

so many people actually include India as well as part of the Asia Pacific ||

[hyperTheme A2B2] [A^{2B} Factor /Stage 2]

should we include North and South America as well | should we include all the countries bordering the Pacific or just the regions near the Pacific i.e. the Pacific rim | so if we talk about Russia as part of the Asia Pacific | do we just look at Siberia or is Moscow a part of the Asia Pacific | one book I came across discussed Canadian French the Quebec problem as an Asian Pacific problem | because it's in Canada | Canada borders the Asia Pacific | so Quebec is an Asia Pacific problem | even though it's much nearer to Europe than to Asia ||

[hyperTheme A2B3] [A^{2B} Factor /Stage 3]

[-] okay the problem is this | *um* when we talk about Europe these days | we usually mean the European Union which is a economic grouping | it's becoming a political grouping it's getting bigger all the time | but when we talk about the Asia Pacific it's not an economic unit | it's not a political unit | and it's not a language unit either | people don't speak the same languages | they speak lots and lots of different languages | so it's very difficult to see the region as something sort of united which we can talk about and generalize about as a whole ||

[discourseTheme A2C] [A² Argument / Stage 3] [A^{2C} Exposition *macro* /Thesis]

BUT THERE ARE THINGS WHICH TIE THE ASIA PACIFIC *UM* TOGETHER OF COURSE ||

[macroTheme A2C1] [A^{2C} Argument/ Stage 1] [A^{2C1} Historical Recount *core*/ Background]

THERE'S COLONIALISM ||

[hyperTheme A2C1A] [A^{2C1} Event/ Stage 1]

***um* in the old days in the Seventeenth century both sides of the Pacific the Philippines on one side and *um* the coast of California on the other right down through Latin America was Spanish** | the Spanish were sending huge loads of silver over to the Philippines to spend on goods which they were buying from China | *um* in the Seventeenth century the Pacific was called by some people a Spanish lake | because the Spanish were on both sides of it ||

[hyperTheme A2C1B] [A^{2C1} Event/ Stage 2]

and then the French and the British and the Dutch came along | and they organized their own colonies as well ||

[hyperTheme A2C1C] [A^{2C1} Event/ Stage 3]

later on and finally of course the Americans and the Japanese also had colonies in the region ||

[hyperTheme A2C2] [A^{2C} Argument/Stage 2]

there's been cultural flows *um* world religions languages contemporary Western culture | *um* the Philippines you know speaks English for historical reasons | many people there used to speak Spanish for the same historical reasons ||

[hyperTheme A2C3] [A^{2C} Argument/ Stage 3]
you've got migration huge numbers of Chinese Indians Europeans all over the region and of course ||

[hyperTheme A2C4] [A^{2C} Argument/ Stage 4]
you've got nowadays flows of capital | American European and Japanese companies are very active in the whole of the Asia Pacific region | so there are things which link these regions right round the Pacific together | and *um* some of these we will talk about later in the lecture |

[discourseTheme A2D] [A² Argument / Stage 4] [A^{2D} Descriptive Report *macro/ Classification*]

SO GENERALLY *um* WE CAN ASK A NUMBER OF QUESTIONS ABOUT THE ASIA PACIFIC REGION | BUT BASICALLY | IF WE CHOOSE *um* THE PACIFIC ASIA REGION THAT'S TO SAY EAST AND SOUTHEAST ASIA | WE END UP ASKING SLIGHTLY DIFFERENT QUESTIONS FROM IF WE TAKE THE WHOLE OF THE ASIA PACIFIC AREA INCLUDING RELATIONS WITH NORTH AND SOUTH AMERICA | DEPENDING WHICH AREA WE CHOSE | WE END UP STUDYING DIFFERENT THINGS AND ASKING DIFFERENT QUESTIONS | THIS IS ONE OF THE INTERESTING THING ABOUT ASIA PACIFIC STUDIES | IF YOU CHANGE THE DEFINITION OF THE ASIA PACIFIC REGION | YOU ALSO CHANGE THE QUESTIONS THAT YOU ASK | IT MAKES IT VERY INTERESTING EVEN IF IT IS VERY DIFFICULT TO DEFINE ||

[macroTheme A2D1] [A^{2D} Description/ Stage 1] [A^{2D1} Descriptive Report *core/ Classification*]

[-] IF OUR STARTING POINT IS PACIFIC ASIA FOR INSTANCE THAT'S TO SAY EAST ASIA CHINA KOREA JAPAN PLUS THE ASEAN COUNTRIES | WHAT KINDS OF HISTORICAL ISSUES ARE RAISED ||

[hyperTheme A2D1A] [A^{2D1} Description/ Stage 1]
well there's lots of historical questions | *um* the relations between local regional civilizations like Chinese civilization Hindu civilization Muslim society and culture of the Islamic religion and small scale societies | we can ask a lot of questions about these ||

[hyperTheme A2D1B] [A^{2D1} Description/ Stage 2]
we can ask a lot of questions about early colonialism the Spanish the Portuguese the Dutch the spread of Christianity into the area ||

[hyperTheme A2D1C] [A^{2D1} Description/ Stage 3]
and we can also look at the impact of later *colo-* colonialism | that's with the British the French the American's and the Japanese coming in and exercising control over large parts of Pacific Asia | [-] *um* of course this led to conflict between these countries | *um* there were major confrontations between Japan and China the United States during the Pacific war ||

[macroTheme A2D2] [A^{2D} Description/ Stage 2] [A^{2D2} Descriptive Report *core/ Classification*]

AND AFTER THE PACIFIC WAR THAT'S AFTER 1945 THERE WERE NEW SET OF QUESTIONS ABOUT||

[hyperTheme A2D2A] [A^{2D2} Description/ Stage 1]
um **there were questions about decolonization** | many of the countries in the region which used to be controlled by France or Britain or the Dutch and became independent ||

[hyperTheme A2D2B] [A^{2D2} Description/ Stage 2]

um **there is also the influence of the Cold War** | the rivalry between the United States and Russia the former Soviet Union and | this led to conflict between their allies in the Asia Pacific region | one reason why the Americans went to war in Vietnam was to stop as they saw it the spread of Communism to the rest of South East Asia ||

[hyperTheme A2D2C] [A^{2D2} Description/ Stage 3]
and of course we've also got after the war | which I want to share talk a lot about later in the lecture | this is the period of high speed economic growth which started in Japan but which later spread to most of the East Asia region ||

[macroTheme A2D3] [A^{2D} Description/ Stage 3] [A^{2D3} Descriptive Report core/ Classification]

[--] *UM* MOST RECENTLY OF COURSE WE'VE GOT SOME VERY INTERESTING THINGS HAPPENING IN THE PACIFIC PART OF ASIA ||

[hyperTheme A2D3A] [A^{2D3} Description/ Stage 1]
we've got the economic reforms in China ||

[hyperTheme A2D3A] [A^{2D3} Description/ Stage 2]
we've got the collapse of Communism and the end of the Cold War which *um* **for me happened very recently** | you people were probably very young most of you when it happened [la] | but for me you know I can remember this quite well the end of it 1989 when the Berlin wall came down | and the next two years communism really collapsing throughout the world ||

[hyperTheme A2D3A] [A^{2D3} Description/ Stage 3]
and then of course you've got the spread of high speed growth to many other countries *um* including Taiwan Hong Kong Singapore and Korea and later on of course to Thailand Malaysia the coast of China and so on ||

[discourse/macroTheme A2E] [A² Argument / Stage 5] [A^{2E} Descriptive Report *macro/* Classification]

BUT IF WE LOOK BEYOND PACIFIC ASIA AND CONSIDER WHAT ABOUT THE OTHER SIDE OF THE PACIFIC | THERE ARE SOME OTHER QUESTIONS TO ANSWER ||

[macroTheme A2E1] [A^{2E} Description/ Stage 1] [A^{2E1} Exposition *core / Thesis*]
PEOPLE TALK ABOUT THE 21ST CENTURY AS BEING THE PACIFIC CENTURY | THIS IS QUITE POSSIBLE OF COURSE ||

[hyperTheme A2E1A] [A^{2E1} Argument / Stage 1]
the reason why it will be the Pacific century is that on one side you've got the United States | on the other side you have China | now in a few years time these would be two of the world's biggest economies | already you've got the United States on one side and Japan on the other | Japan is the world's second biggest economy [la] you know ||

[macroNew A2E1] [A^{2E1} Reiteration of Thesis]
SO OBVIOUSLY A LOT OF THE ACTION THE ECONOMIC ACTION IN THE 21ST CENTURY IS GOING TO HAPPEN IN THE PACIFIC ||

[hyperTheme A2E2] [A^{2E} Description/ Stage 2]
[-] **you've also got lots of things happening still today in the Pacific** | you've still got political hegemony | countries you know sort of exercising control over other countries in the region ||

[hyperTheme A2E3] [A^{2E} Description/ Stage 3]

you've still got lots of migration | lots of people moving around these days | lots of people are moving from China into other parts of the world | there's been a huge increase in the number of people moving in and out of China since the country opened up | that only happened about 20 years ago | but in those 20 years Chinese migration has increased enormously *ah* enormously ||

[hyperTheme A2E4] [A^{2E} Description/ Stage 4]

you've also got cultural hegemony | people sometimes call MacDonald-ization [la] | poor MacDonald's [la] because hamburgers have become so popular | along with Coca Cola and Nike shoes they've become symbols of American culture and American cultural hegemony domination of the rest of the world ||

[hyperTheme A2E5] [A^{2E} Description/ Stage 5]

you've also got tourism of course | *um* tourism now links together both sides of the Pacific rim because | so many people move backwards and forwards as tourists ||

[hyperTheme A2E6] [A^{2E} Description/ Stage 6]

and you've got information technology and the internet linking together the whole world including both sides of the Pacific | *um* the cell phones the computers you know have taken off in Asia in a wonderful way | they've become leading consumers of mobile phones anywhere in the world [la] | *um* I could ask how many students here have mobile phones | probably about 80% I would think | *ah* I hope they are switched off in this lecture ||

[hyperTheme A2E7] [A^{2E} Description/ Stage 7]

***um* and of course we've got worries about the environment** *um* which affects both sides of the Pacific as well | in fact when China and India really start growing fast | they're going to use up lots and lots of energy | and the environmental impact will be very great indeed | I'll talk about that later on in the lecture ||

[macroTheme A2E8] [A^{2E} Description/ Stage 8] [A^{2E2} Descriptive Report core/ Classification]

[-] THERE'S ALSO RATHER UNPLEASANT THINGS LINKING BOTH SIDES OF THE PACIFIC TOGETHER ||

[hyperTheme A2E8A] [A^{2E2} Description/ Stage 1]

there are of course problems of organized crimes international terrorism | as we've seen with the attacks on New York in September 2001 ||

[hyperTheme A2E8B] [A^{2E2} Description/ Stage 2]

but of course then there was the attack on the night club in Bali in October of 2002 so you know | both sides of the Pacific are actually linked by these terrorist problems now ||

[hyperTheme A2E8C] [A^{2E2} Description/ Stage 3]

and of course you've got criminal groups exploiting these problems | *um* Chinese triads Japanese yakuza the mafia in Russia the mafia in America the mafia in Europe form a kind of world wide criminal network you know with a lot of the activity taking place in the Asia Pacific region ||

[discourseNew A2] [A² Reiteration of Thesis]

[--] OKAY SO THESE ARE THE KINDS OF THINGS YOU END UP STUDYING | IF YOU DEFINE THE ASIA PACIFIC REGION IN DIFFERENT WAYS | AND AS YOU'VE SEEN YOU KNOW SOME OF THEM ARE THE THINGS WE STUDY AT APU LIKE ECONOMIC GROWTH THE ENVIRONMENT TOURISM AND OF COURSE THE IMPACT OF INFORMATION TECHNOLOGY ||

[Topic Phase B: Preview]

OKAY THE SECOND THING I'LL TALK ABOUT THEN IS ECONOMIC GROWTH ITSELF *um* THE REASON FOR THIS IS THAT THE ASIA PACIFIC REGION HAS SEEN VERY VERY RAPID ECONOMIC GROWTH IN THE LAST FEW YEARS | AND I WANT TO JUST LOOK BRIEFLY AT THE REASONS WHY THIS HAS HAPPENED ||

[DiscourseTheme B1] [B¹ Exposition *macro / Thesis*]

[--] *um* THE MAIN REASON WHY PEOPLE IN THE 1970S BECAME INTERESTED IN EAST ASIA WAS NOT ONLY THE VIETNAM WAR | IT IS BECAUSE THEY NOTICED THAT COUNTRIES IN THIS REGION WERE GETTING RICHER AND RICHER AND RICHER | AND IT WAS HAPPENING VERY VERY QUICKLY ||

[discourse/macroTheme B1A] [B¹ Argument / Stage 1] [B^{1A} Historical Recount *macro / Background*] THE HIGH SPEED GROWTH STARTED IN JAPAN | IT SPREAD TO KOREA TAIWAN SINGAPORE HONG KONG | AND EVENTUALLY IT SPREAD TO MALAYSIA THAILAND CHINA | AND EVEN NOWADAYS PARTS OF INDONESIA VIETNAM ARE ALSO JOINING IN ||

[macroTheme B1A1] [B^{1A} Event / Stage 1] [B^{1A1} Factorial Explanation *core / Outcome*] [--] THE JAPANESE WAS QUIETLY GROWING | WHILE THE AMERICANS WERE FIGHTING WARS IN KOREA AND VIETNAM ||

[hyperTheme B1A1A] [B^{1A1} Factorial / Stage 1]
one of the reasons for this was the Americans gave the Japanese a lot of business | they needed a lot of materials a lot of equipment for these wars | and of course Japan was a very close and convenient place to buy it | and the Japanese economic miracle took off partly because of these wars which America was fighting | and the period of high speed growth lasted from the 1950s to the early 1970s | this was a period in which the Japanese grew at about 10% a year from being a poor country after the war to one of the richest countries in the world ||

[hyperTheme B1A2] [B^{1A} Event / Stage 2]
and its experience was then followed by other countries in east and southeast Asia | [-] *um* next came the tiger economies so called sometimes called the dragon economies Korea Taiwan Singapore and Hong Kong ||

[discourse/macroTheme B1B] [B¹ Argument / Stage 2] [B^{1B} Exposition *macro / Thesis*]
NOW JUST TO BRING THIS HOME TO YOU HOW BIG THIS ECONOMIC GROWTH HAS BEEN PLACES LIKE KOREA IN THE 1950S WERE POORER THAN MOST COUNTRIES IN WEST AFRICA THIS IS VERY DIFFICULT TO GRASP NOW OKAY ||

[hyperTheme B1B1] [B^{1B} Argument / Stage 1]
a place like Ghana in west Africa got independence in 1957 | because it was one of the most prosperous one of the richest countries in the Third World okay |

[macroTheme B1B2] [B^{1B} Argument / Stage 2] [B^{1B1} Exposition *core / Thesis*]
WHAT'S HAPPENED SINCE THEN IS THE COUNTRIES OF EAST ASIA HAVE OVERTAKEN AFRICA | THEY'VE OVERTAKEN MOST COUNTRIES IN LATIN AMERICA ||

[hyperTheme B1B2A] [B^{1B1} Argument / Stage 1]
in 1950 Argentina was one of the richest countries in the world you know much much richer than countries in the East Asia | but these countries have overtaken it | Argentina has major economic problems ||

[macroNew B1B2] [B^{1B1} Reiteration of Thesis]
SO YOU HAVE TO SEE THERE'S BEEN A MAJOR SHIFT IN THE WORLD ECONOMY ||

[hyperTheme B1B3] [B^{1B} Argument / Stage 3]

it must be stressed that East Asia has had the most rapid economic growth anyone has ever had | this is the fastest economic growth in human history or America during the industrial revolution | its much faster than economic growth in say Britain or America during the industrial revolution | Britain during the industrial revolution was growing at about 3 or 4% per year | Asian countries have experienced a growth of 10% a year for 20 30 years | and if you have a pocket calculator | just tap in what happens to a number when you multiply it by 1.1 twenty times | you'll see it gets bigger and bigger and bigger ||

[discourse/macroTheme B1B4] [B^{1B} Argument / Stage 4] [B^{1B2} Exposition *core* / Thesis]
[--] GENERALLY COUNTRIES THAT ARE COLONIES OF OTHER COUNTRIES DON'T EXPERIENCE RAPID ECONOMIC GROWTH *um* COLONIALISM ISN'T GOOD FOR ECONOMIC GROWTH ||

[macroTheme B1B4A] [B^{1B2} Argument / Stage 1] [B^{1B2A} Historical Account *core* / Background]

IN THE CASE OF INDIA FOR INSTANCE BRITISH COLONIALISM ACTUALLY DESTROYED THE LOCAL CLOTH INDUSTRY |

[hyperTheme B1B4A1] [B^{1B2A} Event / Stage 1]

India started to grow cotton which the British turned into cloth | and then sold back to India | so now all the profits were being made by the European countries and not by the local Indians you see [la] ||

[macroNew B1B4A] [B^{1B2A} Deduction]

WHEN YOU DO THIS KIND OF THING | *um* BASICALLY COLONIES REMAIN RATHER POOR | THE RICH COUNTRIES GET RICHER ||

[hyperTheme B1B4B] [B^{1B2} Argument / Stage 2]

um giving example from my own work in the 1960s | I was doing work in West Africa which produced a lot of cocoa [la] | of course that cocoa was being sold to the Europeans who turned it into chocolate and then sent it back to Africa as a luxury food stuff | they made lots of money | the poor little cocoa farmers weren't making much money at all |

[discourseNew B1B4] [B^{1B2} Reiteration of Thesis]

SO THESE KINDS OF THINGS HAPPEN WITH COLONIALISM | SO THE QUESTION IS HOW TO GET ROUND THIS ||

[discourseTheme B2] [B² Exposition *macro* / Thesis]

um THE HIGH SPEED GROWTH IN EAST ASIA WAS ACTUALLY BASED ON THE EXPORT OF MANUFACTURED GOODS | THE CHINESE AND SORRY THE JAPANESE WHEN THEY STARTED HIGH SPEED GROWTH DIDN'T START PRODUCING LOTS OF RICE OR LOTS OF SORT OF CHEAP COTTON FOR THE WORLD MARKET INSTEAD | THEY STARTED TO PRODUCE CARS RADIOS TAPE-RECORDERS [LA] ELECTRONIC GOODS AND EVENTUALLY COMPUTERS YOU KNOW WHICH THEY COULD ACTUALLY MAKE A LOT MORE MONEY FROM | SO THE QUESTION IS HOW DO YOU START EXPORTING MANUFACTURED GOODS | [--] SO JAPAN GOT REALLY RICH BASICALLY EXPORTING MANUFACTURES AFTER THE WAR | WHY DID THIS HAPPEN | HOW DID IT HAPPEN | WHO PLANNED IT ||

[discourseTheme/macroTheme B2A] [B² Argument / Stage 1] [B^{2A} Exposition *macro* / Thesis]

ONE OF THE MOST FAMOUS BOOKS ON THIS IS BY AN AMERICAN CALLED CHALMERS JOHNSON | I'LL JUST MENTIONED HIM BRIEFLY | IT'S A LONG BOOK | YOU NEEDN'T READ IT | BUT YOU WILL FIND HIS NAME DISCUSSED A LOT | HE WROTE A BOOK ABOUT THE JAPANESE BUREAUCRACY | AND HE ARGUED THAT THE PEOPLE WHO WERE RESPONSIBLE FOR THE ECONOMIC GROWTH IN JAPAN AFTER THE WAR WERE THE SAME PEOPLE WHO WERE RESPONSIBLE FOR THE GROWTH OF JAPAN BEFORE THE WAR ||

[hyperTheme B2A1] [B^{2A} Argument / Stage 1]
in the 1930s before the war Japan actually grew a lot | its economy grew considerably
| and of course after the war the same guys were still there running economic policy [la] |
so *um* there was a direct connection ||

[hyperTheme B2A2] [B^{2A} Argument / Stage 2]
**what was happening was the best and brightest people in Japan were the graduates
of the five great universities Tokyo Kyoto** | and *um* what are the other ones he talks
about Hitosubashi Keio and Waseda | most of the civil servants of that time came from
these universities | *um* most of them came from Tokyo actually | and the best of the
graduates were going into the civil service | and the best civil servants were ending up
according to Johnson in the Ministry of International Trade and Industry | it used to be
called MITI | now its called METI Ministry of Economics Trade and Industry ||

[discourse/macroTheme B2A3] [B^{2A} Argument / Stage 3] [B^{2A1} Exposition *macro/*
Thesis] AND SO HE SAYS MITI WAS RESPONSIBLE FOR MUCH OF THE JAPANESE GROWTH IN
THE POST WAR PERIOD ||

[macroTheme B2A3A] [B^{2A1} Argument / Stage 1] [B^{2A1A} Historical Recount
core/ Event]
MITI DECIDED WHICH BITS OF THE ECONOMY WOULD SUP- THEY WOULD SUPPORT
| THE AMERICANS ACTUALLY SAID TO THE JAPANESE WHAT YOU WANT TO DO IS
PRODUCE LOTS OF COTTON CLOTH | BECAUSE ITS EASY TO DO USES LOTS OF
LABOR AND BASICALLY | WE'LL BUY IT FROM YOU | AND THE JAPANESE SAID NO
NO NO WE WANT TO PRODUCE CARS WHICH WAS VERY STRANGE | BECAUSE THE
JAPANESE HADN' T PRODUCED MANY CARS [LA] | AND BASICALLY THEY
PRODUCED CARS AND VERY QUICKLY | THESE CARS BECAME VERY VERY GOOD ||

[hyperTheme B2A3A1] [B^{2A1A} Event/ Stage 1]
***um* when I went to west Africa in 1969 all the taxis were British** |
they were all Morris Minors | when I left west Africa in 1976 all the
taxis were Nissan [-] *ah* [la] | the same thing happened with motorbikes
| when I went to west Africa | all the motorbikes were British | when I
left west Africa six years later | they were all Hondas [la] *ah* okay | in
those years cassette tape-recorders had come in | they were all made in
Japan [la] | they were all Sanyo and Sony okay [la] Toshiba okay | these
we started to hear these names of course | television was becoming
popular | all the televisions came from Japan too | by the time I got
back to England in 1976 | suddenly everything seemed to be coming
from Japan | and this was the period of real high speed growth ||

[hyperTheme B2A3B] [B^{2A1} Argument / Stage 2]
[--] **what MITI did was to decide who could get raw materials** | and they
channeled these to the industries they wanted to *um* encourage ||

[hyperTheme B2A3C] [B^{2A1} Argument / Stage 3]
they controlled the flow of foreign exchange | this was very important after the
war | Japan had very little money | it found it very difficult to buy dollars or
pounds sterling or other currencies to develop its industries | MITI controlled
which industries could buy oil | which industries could buy dollars | and thus
they controlled which industries could develop fast ||

[discourseTheme B2A3D] [B^{2A1} Argument/ Stage 4] [B^{2A1B} Exposition *macro*
/ *Thesis*] THERE'S ALSO GUIDANCE | THE MINISTRIES WERE VERY GOOD AT GIVING

ADVICE TO COMPANIES | A LOT OF THE TIME THIS WAS DONE THROUGH THE
AMAKUDARI SYSTEM ||

[macroTheme B2A3D1] [B^{2A1B} Argument / Stage 1] [B^{2A1B1}
Descriptive Report *core* / Classification]
IF YOU STAY A LONG TIME IN JAPAN | YOU WILL HEAR ABOUT
AMAKUDARI ||

[hyperTheme B2A3D1A] [B^{2A1B1} Description / Stage 1]
it literally means **Buddha descending from heaven okay** |
but the idea is that when *um* / ministry officials get up to a
certain level | they retire very young when they are about fifty
go to work in private companies | and they provide a link
between the private companies and the government | so
information can go backwards and forwards ||

[discourseNew B2A3D] [B^{2A1B} Description / Stage 2]
SO THE GOVERNMENT WAS ACTUALLY LINKED TO THESE *UM* COMPANIES
THROUGH FORMER MINISTRY OFFICIALS THAT ACTUALLY USED TO WORK FOR THE
GOVERNMENT | AND LATER MOVED INTO PRIVATE INDUSTRY ||

[discourseNew B2A] [B^{2A} Reiteration of Thesis]
AND THE RESULT OF ALL THIS WAS MITI COULD CONTROL AND ENCOURAGE RAPID ECONOMIC
GROWTH ||

[discourse/macroTheme B2B] [B² Argument / Stage 2] [B^{2B} Factorial Explanation *macro* /
Outcome] [-] JAPAN OF COURSE WAS HELPED BY OTHER FACTORS DURING THIS PERIOD ||

[hyperTheme B2B1] [B^{2B} Factor / Stage 1]
***um* American orders during the Korean war** | I've already mentioned later on of
course | the Americans became involved in the war in Vietnam | and they began to order
more goods then ||

[macroTheme B2B2] [B^{2B} Factor / Stage 2] [B^{2B1} Exposition *core* / Thesis]
[-] *UM* JAPAN ALSO DIDN'T HAVE AN ARMY IN THE NINETEEN FIFTIES | THIS IS VERY USEFUL
FOR ECONOMIC GROWTH ||

[hyperTheme B2B2A] [B^{2B1} Argument / Stage 1]
armies are very expensive | if you put the money into other things | the
economy will grow quickly more quickly than if you put it into the army ||

[hyperTheme B2B2B] [B^{2B1} Argument / Stage 2]
this is the problem the Americans have now | you notice the dollar is going
down with the minute | why well the Americans are spending a huge amount of
money in Iraq | people are noticing this ||

[macroNew B2B2] [B^{2B1} Reiteration of Thesis]
WARS ARMIES ARE VERY VERY EXPENSIVE | IF YOU DON'T HAVE ONE | YOU CAN GROW
MUCH MORE QUICKLY ||

[macroTheme B2B3] [B^{2B} Factor / Stage 3] [B^{2B2} Historical Account *core* /
Background] THERE'S ALSO THE *UM* GROWTH OF THE *UM* EXCHANGE RATE ||

[hyperTheme B2B3A] [B^{2B2} Event / Stage 1]
**for a long time after the war the *um* yen was fixed at one dollar equals three
hundred and sixty yen** | sorry the yen sign hasn't come out properly in power

point [1a] | but this meant the goods which the Japanese made were very very cheap in America | but goods which the Americans made were very very expensive in Japan [1a] okay | so the Japanese sold lots of things to American and bought very little | and the result was that the Japanese exports actually started to grow and grow and grow ||

[hyperTheme B2B3B] [B^{2B2} Event / Stage 2]
this lasted until the early nineteen seventies | when the Americans actually allowed their exchange rate to float | and the yen started to float up and | the dollar started to float down ||

[discourseNew B2] [B² Reiteration of Thesis]
[--] SO WHAT ACTUALLY HAPPENED WAS THIS | YOU'VE GOT ALL THESE FACTORS COMING TOGETHER FOR RAPID ECONOMIC GROWTH | BUT ALSO WE'RE HELPING WITH THE KOREAN WAR AND LACK OF DEFENSE COST | JAPAN DIDN'T HAVE TO RUN AN ARMY | BUT THE DEFENSE WAS PROVIDED BY THE UNITED STATES OF COURSE | AND THE EXCHANGE RATE ALSO HELPED A LOT ||

[discourseTheme B3] [B Factor/ Stage 3] [B³ Descriptive Report *macro* / Classification]
[--] NOW IN HIS LATER WORK JOHNSON'S BEGUN TO TALK ABOUT WHAT HE CALLS THE DEVELOPMENTAL STATE | HE SAYS ALL THE COUNTRIES IN ASIA EAST ASIA OR A LOT OF THE COUNTRIES IN EAST ASIA HAVE GROWN VERY FAST AND | WHAT THEY HAVE IN COMMON IS WHAT HE CALLS A DEVELOPMENTAL STATE | A GOVERNMENT WHICH HELPS ECONOMIC GROWTH IN THE KINDS OF WAYS WHICH MITI HELPED THE JAPANESE ECONOMY TO GROW AS WELL [-] | AND THIS HAS LED TO A LOT OF ARGUMENTS AND DEBATES ABOUT WHY THERE'S BEEN SO MUCH HIGH SPEED ECONOMIC GROWTH IN THE EAST ASIA REGION ||

[discourse/macroTheme B3A] [B³ Description / Stage 1] [B^{3A} Descriptive Report *macro* / Classification]
THE MAIN QUESTION REALLY IS THE RELATIONSHIP BETWEEN THE STATE AND THE MARKET | I DON'T WANT THIS TO GET TOO TECHNICAL IT'S QUITE A DIFFICULT DEBATE TO FOLLOW ||

[hyperTheme B3A1] [B^{3A} Description / Stage 1]
but basically in the West the state is seen by many people as a kind of referee you know | a football referee just blows the whistle occasionally and establishes the rules | and then the players go on and play the game of football *um* with most economic decisions being left to the free market | this is what we call a typical capitalist system ||

[macroTheme B3A2] [B^{3A} Description / Stage 2] [B^{3A1} Descriptive Report *core* / Classification]
IN SOCIALIST STATES LIKE THE FORMER SOVIET UNION TO SOME EXTENT CHINA THOUGH THIS IS CHANGING RAPIDLY | THE STATE HAS ACTUALLY MUCH MORE DIRECT CONTROL OVER THE COMMAND ECONOMY | COMMAND ECONOMY IS THE WORD WE USED TO USE ABOUT THE ECONOMIES IN THE SOVIET UNION EASTERN EUROPE AND CHINA BEFORE THE ECONOMIC REFORMS ||

[hyperTheme B3A2A] [B^{3A1} Description / Stage 1]
***um* command economy is where the state sets up the factories and then tells the factories what to produce** | it actually worked very well in the Soviet Union for many many years but began to break down for lots of complicated reasons in the 1980s ||

[hyperTheme B3A3] [B^{3A} Description / Stage 3]
developmental states are in between | the government exercises some control often indirect control over the economic growth process | and this is what you've got in East Asia according to Johnson ||

[macroTheme B3B] [B³ Description / Stage 2] [B^{3B} Exposition *core* / Thesis]

[-] HOWEVER DIFFERENT SCHOLARS SEE THE EAST ASIAN ECONOMIES IN QUITE DIFFERENT WAYS USING DIFFERENT MODELS | SOME PEOPLE ARGUE THAT ACTUALLY THE MAIN DRIVING FORCE BEHIND ECONOMIC GROWTH IN ASIA ACTUALLY COMES FROM BUSINESS *um* | THE STATE JUST PROVIDES INFRASTRUCTURE | IT PROVIDES A STABLE ECONOMIC ENVIRONMENT ||

[hyperTheme B3B1] [**B^{3B} Argument / Stage 1**]
what you have underlying economic growth in most East Asian countries is fairly stable wages which are kept fairly low so that labor costs are low | taxes don't change very much ||

[hyperTheme B3B2] [**B^{3B} Argument / Stage 2**]
exchange rates don't change very much | so businessmen know what to expect | and they can make plans for the future | if exchange rates taxes wages are changing all the time | if wages are going up very quickly then | its very difficult for businesses to make a profit ||

[hyperTheme B3B3] [**B^{3B} Argument / Stage 3**]
[--] **um also you've got concentration on industrialization** | you've got all these East Asian economies have industrialized very fast ||

[hyperTheme B3B4] [**B^{3B} Argument / Stage 4**]
um you've got a concentration on exports | they've all been producing electronic goods cars other consumer goods for export to the rest of the world ||

[discourseTheme B3C] [**B³ Description / Stage 3**] [**B^{3C} Factorial Explanation macro / Outcome**] AND *um* BUT OTHER WRITERS STRESS STILL THE IMPORTANCE OF THE STATE IN DEVELOPMENT THE STATE-LED MODEL | AND THEY ARGUE THAT IN STATES WHICH INDUSTRIALIZED LATE BASICALLY | THE STATE HAS TO PLAY A ROLE TO HELP THE ECONOMY BECAUSE | THE ECONOMY CAN'T DO IT ON ITS OWN | AND THE RESULT OF COURSE IS THE DEVELOPMENTAL STATE WHICH WE SEE IN EAST ASIA ||

[macroTheme B3C1] [**B^{3C} Factor/ Stage 1**] [**B^{3C1} Descriptive Report core / Classification**] [--] SO WHAT IS A DEVELOPMENTAL STATE ||

[hyperTheme B3C1A] [**B^{3C1} Description / Stage 1**]
well it's a state where the main priority of the state is economic development | it's not so interested in equality | it doesn't mind | if there's a few poor people and lots of rich people you know | it doesn't matter | what's necessary is economic growth ||

[hyperTheme B3C1B] [**B^{3C1} Description / Stage 2**]
its not so interested in welfare | its not so interested in welfare good education systems good health systems spending lots of money on pensions | this is not something the developmental state is interested in | its more interested in putting all that money back into the economy | so it grows quickly ||

[hyperTheme B3C1C] [**B^{3C1} Description / Stage 3**]
and the market's actually fairly carefully controlled by the state | and the markets actually fairly carefully are controlled by the state | just as MITI used to control you know foreign exchange | and the flow of oil and chemicals to the key industries within state | therefore you need a bureau- a guiding agency like MITI to take the lead | you need some bright people making plans in the ministries and then guiding the rest of the *um* economy | so this is the developmental state ||

[macroNew B3C] [**B³ Reiteration of Thesis**]

THESE ARE THE KINDS OF STATES JOHNSON ARGUES THAT YOU FIND IN EAST ASIA ||

[discourse/macroTheme B3D] [B³ Description / Stage 4] [B^{3D} Exposition *macro* / Thesis]
UM WELL OTHER PEOPLE HAVE SAID YES FINE THIS WORKS VERY WELL IN JAPAN AND KOREA |
ACTUALLY JAPAN AND KOREA REALLY ARE DEVELOPMENTAL STATES | THEY ARE RATHER SIMILAR |
YOU KNOW YOU'VE GOT THE GOVERNMENT TAKING THE LEAD IN ECONOMIC DEVELOPMENT | BUT IT
DOESN'T WORK ELSEWHERE IN OTHER STATES AND OTHER PARTS OF EAST ASIA ||

[hyperTheme B3D1] [[B^{3D} Argument / Stage 1]
the model is a bit different for instance in Hong Kong | actually the government
intervened very very little in the economy during the colonial period | before it was
handed back to China in nineteen ninety seven | it was left to the companies and workers
to negotiate with each other and make their own arrangements ||

[macroTheme B3D2] [B^{3D} Argument / Stage 2] [B^{3D1} Exposition *core* / Outcome]
UM THE STATE IN SINGAPORE SEEMS MUCH STRONGER ||

[hyperTheme B3D2A] [B^{3D1} Exposition / Stage 1]
**we all know Singapore was run by years for years by a really strong leader
called Lee Kuan Yew** | he is still there | he is still called the senior minister | he
is still in the background | and Singapore is a very small place | so everyone
knows someone who knows Lee Kuan Yew [la] | you know Singapore is the size
of sort of *um* I don't know Osaka a third of the size of Tokyo | so its actually
very small and very compact very easy to run | Lee Kuan Yew's aim was to
actually turn Singapore from a port economy | Singapore used to be really very
poor | actually it was just a port | it was a convenient stopping point between
Europe and Australia | if you were going by ship or by air | and he decided to
turn this into a modern industrial economy | he stressed English education | he
realized if people could speak good English | then they could actually get
contracts from America and Europe much more easily | *um* most of the investors
though are foreign in Singapore | and investment hasn't been supported by the
government | so its not like Japan and Korea where the government has taken
the lead in investments | but it has been a strong leadership | and *um* certainly
Lee Kuan Yew has some very interesting ideas about how the country should
develop ||

[hyperTheme B3D2B] [B^{3D1} Argument / Stage 2]
[-] so **what the state did provide in Singapore was a well educated work
force** | lots of English speakers around stable labor relations | basically *um* trade
unions were controlled | labor leaders were punished | if they got out of line ||

[hyperTheme B3D2C] [B^{3D1} Argument / Stage 3]
there were controls actually on the informal sector | this is an interesting one |
if you go to most Asian countries | you see hundreds and hundreds of traders in
the street you know selling things | in Singapore all this was carefully controlled
| street traders were moved out and | street traders had to have licenses | the
number of street traders actually went down ||

[hyperTheme B3D2D] [B^{3D1} Argument / Stage 4]
and also finally of course *um* Singapore controlled its birth rate | *um* the
number of babies born suddenly went right down | the reason was that everyone
was put into high rise houses | if you have a small two room apartment | you
don't have many babies okay [la] [#] | its very inconvenient | *um* so family size
fell so fast in Singapore that eventually | the government was giving out money
to some women well educated women to have more babies [la] basically |
because the birth rate had actually gone down so much ||

[hyperTheme B3D3] [B^{3D} Argument / Stage 3]

[#] Taiwan also had a very strong state in the early days | but actually in Taiwan the main success has not been with the big industries at all but with smaller industries high tech industries *um ah* export industries like computers | Taiwan is the biggest success story in the computer business | and they've been very successful | because they've had very good management | and also because labor costs have been relatively cheap compared with places like Korea *um* Japan and *um* Europe you know where wages rose quite quickly with economic growth ||

[macroNew B3D] [B^{3D} Reiteration of Thesis]

SO ALL THIS SUGGESTS THAT ACTUALLY THE SUCCESS OF THE NIEs | ALL THESE COUNTRIES ARE SOME SOMETIMES CALLED NIEs THAT'S TO SAY NEWLY INDUSTRIALIZED ECONOMIES *UM* | THIS LIES NOT IN EITHER THE MARKET OR THE LEADERSHIP OF THE STATE | BUT IT'S A BALANCE YOU NEED BOTH A DYNAMIC MARKET DYNAMIC BUSINESSMEN LOTS OF INVESTMENT LOTS OF GOOD IDEAS BUT YOU'LL ALSO NEED THE STATE TO HELP | THE STATE HELPS IN DIFFERENT WAYS IN DIFFERENT COUNTRIES | BUT THE STATE ACTUALLY DOES HELP | IT PROVIDES THE STABLE BASIS | YOU FIND POLITICAL STABILITY | RULERS DON'T CHANGE VERY OFTEN | THERE'S VERY FEW REVOLUTIONS | THERE'S VERY FEW POLITICAL COUPS | THIS MAKES BUSINESS MUCH EASIER TO RUN OVER THE YEARS ||

[discourseTheme B4] [B⁴ Descriptive Report *macro* / Classification]

[-] FINALLY WELL WHAT ABOUT CHINA | I'll give you a break after this I promise [la] okay I'll just talk quickly about China ||

[macroTheme B4A] [B⁴ Description / Stage 1] [B^{4A} Historical Recount *core* / Background] THE CHINESE ECONOMY STARTED TO GROW AT THE END OF THE CULTURAL REVOLUTION WITH THE DEATH OF MAO ZEDONG ||

[hyperTheme B4A1] [B^{4A} Event / Stage 1]

in nineteen seventy six and till this point Chinese economic growth had kind of been up and down ever since the revolution you know | you kind of got the Chinese economy doing that | because and every time it started to grow there would be more political upheavals | economic growth would be disrupted normally | what happened was basically you had political upheaval | the economy would go down | Mao Zedong would then call in a man called Deng Xiaoping Deng Xiaoping | and he would fix the economy | then Deng would be sacked | and the whole circle would start over again ||

[hyperTheme B4A2] [B^{4A} Event / Stage 2]

well eventually Mao died | and by nineteen seventy eight Deng Xiaoping actually emerged as the major leader in China | he was very careful | he never became the President | he never became the Prime Minister | he never became the head of the party | he just sat there in the background controlling these things | Deputy Prime Minister was his title Deputy Prime Minister | and the result was a new open door policy | and of course economic reform started ||

[hyperTheme B4A3] [B^{4A} Event / Stage 3]

um peasants the farmers in the countryside were given greater control over their land | and wool industries started to develop with the capital which they accumulated ||

[hyperTheme B4A4] [B^{4A} Event / Stage 4]

you've also got a lot of investment | we often think of Taiwan and China as being opposed politically which is quite true | what we don't see is a huge amount of money going from Taiwan into the neighboring parts of China in Fujian | basically where Chinese businesses from Taiwan are setting up factories which are very very prosperous | same thing is happening with Hong Kong | a huge amount of Hong Kong money has

gone into Guangdong Province in the south the area round the city of Canton and Guangzhou ||

[hyperTheme B4A5] [B^{4A} Event / Stage 5]

[--] **the standard of living for many Chinese of course began to rise rapidly** ||

[hyperTheme B4A6] [B^{4A} Event / Stage 6]

um **but what's happened is the value of the Yuan of course has been kept nice and low** | this makes imports into China very very cheap very very expensive | but it makes Chinese exports to the rest of the world very very cheap || [1a] and of course this has now become a source of a quarrel between America | the Americans keep sending people to China saying please please please raise the value of the Yuan | so that you won't sell us much in America | and the Chinese not surprisingly say *hmm* no we don't want to do that [1a] okay | so this is a quarrel which is going to become very serious in the next few years as the Americans try and pressure the Chinese to *um* increase the exchange rate ||

[macroTheme B4B] [B⁴ Description / Stage 2] [B^{4B} Exposition *core* / Thesis]

THERE'S STILL SIMILARITIES BETWEEN THE PATTERN OF GROWTH OF JAPAN AND CHINA OF COURSE ||

[hyperTheme B4B1] [B^{4B} Argument / Stage 1]

you've got land reforms which led to a growth of agriculture in both countries after the war ||

[hyperTheme B4B2] [B^{4B} Argument / Stage 2]

you've got the exchange rate | it was low in both countries meaning that they could export their goods and of course ||

[hyperTheme B4B3] [B^{4B} Argument / Stage 3]

in both countries the state has channeled resources into the important sectors of the economy | so China really now has its own developmental state you know deciding which bits of the economy are going to grow ||

[macroTheme B4C] [B⁴ Description / Stage 3] [B^{4C} Exposition *core* / Thesis]

THERE'S ALSO SIMILAR PROBLEMS IN JAPAN AND CHINA OF COURSE ||

[hyperTheme B4C1] [B^{4C} Argument / Stage 1]

you've got rapid urbanization huge cities ||

[hyperTheme B4C2] [B^{4C} Argument / Stage 2]

you've got environmental pollution | I'll talk about that later ||

[hyperTheme B4C3] [B^{4C} Argument / Stage 3]

you've got a massive fall in the birth rate | in both Japan and China and Singapore and Korea and Taiwan actually the one child family seems normal now | you don't need a one child policy to get one child families | what you need is very expensive education [1a] okay | and then people start having less kids ||

[hyperTheme B4C4] [B^{4C} Argument / Stage 4]

[--] **you've got economic success of course** ||

[hyperTheme B4C5] [B^{4C} Argument / Stage 5]

but then you've got corruption and scandal both in China and Japan ||

[hyperTheme B4C6] [B^{4C} Argument / Stage 6]

and of course what's also happening is now the *um* the wage rates rise | so factories start to move to places where labor is cheaper | Japan moved a lot of its factories to Asia | now China is moving a lot of its factories to the inner parts of China where wage rates are cheaper where there's lots of unemployment | and lots of people wanting to do jobs ||

[discourseTheme B5] [B⁵ Descriptive Report *macro* / Classification]

[--] WHAT ABOUT THE COUNTRIES OF THE REGION WHICH HAVEN'T HAD HIGH SPEED GROWTH ||

[macroTheme B5A] [B⁵ Description / Stage 1] [B^{5A} Descriptive Report *core* / Classification]

WELL THERE ARE SOME *um* OBVIOUSLY IN COUNTRIES LIKE CAMBODIA LAOS AND CHINA ||

[hyperTheme B5A1] [B^{5A} Description / Stage 1]

for a long time there was a lot of conflict going on a lot of warfare which kept down economic growth ||

[hyperTheme B5A2] [B^{5A} Description / Stage 2]

some countries like Vietnam have suffered from *um* trade sanctions | for a long time after the Vietnam war the Americans wouldn't trade with Vietnam ||

[hyperTheme B5A3] [B^{5A} Description / Stage 3]

and you've got highly centralized governments in some of these countries which give little room for local initiatives ||

[macroTheme B5B] [B⁵ Description / Stage 2] [B^{5B} Exposition *core* / Thesis]

um THINGS HAVE IMPROVED IN THE 1990S ||

[hyperTheme B5B1] [B^{5B} Argument / Stage 1]

Cambodia has become much more peaceful of course so has Laos ||

[hyperTheme B5B2] [B^{5B} Argument / Stage 2]

American sanctions against Vietnam have ended ||

[hyperTheme B5B3] [B^{5B} Argument / Stage 3]

you've got lots of relationships with the EU springing up ||

[hyperTheme B5B4] [B^{5B} Argument / Stage 4]

ASEAN's proving to be an interesting exercise in economic development economic unity ||

[hyperTheme B5B5] [B^{5B} Argument / Stage 5]

tourism is being developed | many of the poor areas now have lots of tourists coming in | that's helping the economy ||

[hyperTheme B5B6] [B^{5B} Argument / Stage 6]

and places like Vietnam of course hope to benefit from cheap labor ||

[hyperTheme B5B7] [B^{5B} Argument / Stage 7]

the education system is very good ||

[hyperTheme B5B8] [B^{5B} Argument / Stage 8]

***um* a lot of industry will start to move to places like Vietnam as *um* wage rates in other countries become too high** ||

[macroTheme B5C] [B⁵ Description / Stage 3] [B^{5C} Exposition *core* / Thesis]

[--] NORTH KOREA IS A BIT OF A PROBLEM | IT'S A COMMUNIST STATE OF COURSE ||

[hyperTheme B5C1] [B^{5C} Argument / Stage 1]

um **the first leader of north's Korea lasted a very long time** | he only died in nineteen ninety four | this was Kim Il Sung but basically *um* | he'd encouraged a personality cult | the whole country depended on him as a wise father figure | go to north Korea and you'll see statues of Kim Il Sung pictures of Kim Il Sung and his son everywhere ||

[hyperTheme B5C2] [B^{5C} Argument / Stage 2]

um **what happened though was North Korea stressed old style heavy industrialization** | what it didn't do was produce consumer goods which its people could actually use and *um* | in fact increasingly the living standards lagged behind South Korea | until about nineteen sixty six for a very long time North Korea actually was just as rich as South Korea | but in the middle of the 1960s South Korea overtook North Korea | and since then its been getting richer and richer and richer | and North Korea has been getting poorer and poorer and poorer ||

[hyperTheme B5C3] [B^{5C} Argument / Stage 3]

and of course *um* the government in North Korea spends huge amounts on the military | if you haven't got much money | and you're spending it all on the army | the rest of the economy doesn't grow very much | so North Korea is very good at producing missiles but no good at producing rice | this is a big problem ||

[hyperTheme B5C4] [B^{5C} Argument / Stage 4]

um **you've also got of course *um* major problems with massive floods bad weather disruption of agriculture** | there's been famine widespread now malnutrition | and North Korea is basically trying to bargain arms and disarmament in return for economic aid and food | so the economy really is in a mess ||

[discourseTheme/macroTheme B6] [B⁶ Exposition *macro* / Thesis]

[--] WHAT ABOUT THE FUTURE WELL [-] ||

[hyperTheme B6A] [B⁶ Argument / Stage 1]

basically China will become the world's largest economy very quickly if present growth is continued *um* | if it keeps a low exchange rate and a high level of exports this will happen very soon ||

[discourse/macroTheme B6B] [B⁶ Argument / Stage 2] [B^{6A} Exposition *macro* / Thesis]

BUT THERE ARE PROBLEMS IN THE FUTURE ||

[hyperTheme B6B1] [B^{6A} Argument/ Stage 1]

there's pressure on the Chinese to revalue the Yuan | this will make the exports more expensive ||

[hyperTheme B6B2] [B^{6A} Argument/ Stage 2]

there is still the problem of Taiwan | economically they're very closely linked | but the two Chinas could easily go to war if mainland China decides to re-conquer Taiwan and take control of it again | that's a big issue | X in this university is one of the world's experts on the Taiwan problem | he writes books and articles about it ||

[hyperTheme B6B3] [B^{6A} Argument/ Stage 3]

[-] thirdly of course the Chinese population is still growing | even if the number of children declines as it has in China the problem in China sorry in Japan the problem in China is that the old people are living longer and longer and longer [la] | so the population isn't going down [la] | because all these old people don't die [la] you know | the same problem is the same problem in Japan | *um* this population growth is putting pressure on China's agriculture | there isn't enough land ||

[macroTheme B6B4] [B^{6A} Argument/ Stage 4] [B^{6A1} Descriptive Report core / Classification] FINALLY THIS IS A VERY SOBERING THOUGHT | I WAS AT A CONFERENCE OVER THIS SUMMER IN THAILAND | AND | PEOPLE WERE TALKING ABOUT THE ASIA BROWN CLOUD | NOW IF YOU HAVEN'T HEARD OF THE ASIA BROWN CLOUD YOU SHOULD ||

[hyperTheme B6B4A] [B^{6A1} Description/Stage 1]
the Asia brown cloud is a nasty cloud of pollution | and you know basically things that's shouldn't be there | its turning the whole sky brown | and this is in an area which extends right way across from India right away into Indonesian and belong beyond | area photographs show a whole big brown cloud the size of that of the United States across this area | this is bad news very very bad news because | where you've got the brown cloud you don't get so much sunlight | and agricultural production is going down and down and down bad news ||

[hyperTheme B6B4B] [B^{6A1} Description/Stage 2]
it also moves the weather | it moves the weather side ways so that you don't have enough rain in the west of this region over Pakistan Afghanistan | but you have much too much rain in the east of the region over *um* South East Asia *um* over Eastern China | and the result is very bad flooding lots of hurricanes lots of storms | so this is having a serious effect on agriculture already ||

[macroTheme B6B5] [B^{6A} Argument/ Stage 5] [B^{6A2} Exposition /Thesis]
AND OF COURSE YOU'VE GOT INDUSTRIALIZATION AND MOTORIZATION IN CHINA ||

[hyperTheme B6B5A] [B^{6A2} Argument / Stage 1]
if China starts having as many cars as Japan | you're going to have huge increase in carbon dioxide and an increase in global warming | also you won't have enough oil | this is really bad news | if the whole of China had the same economic level of development as Korea | it would use twice as much oil as there is now in the world | this is really bad news [la] okay ||

[macroNew B6B5] [B^{6A2} Reiteration of Thesis]
UM SO YOU MIGHT GET ACTUALLY CHINA'S ECONOMIC GROWTH BEING HARMED BY THE ENVIRONMENTAL PROBLEMS ||

[hyperTheme B6B6] [B^{6A} Argument/ Stage 6]
and there could be an increase in conflict between Japan and China and of course | a reunited Korea a reunited Korea would have nuclear weapons wouldn't it | [-] *ah* just think of that | if South Korea and North Korea get together | it would be a nuclear country | China already has nuclear weapons [-] | Japan could put them together probably in a few weeks | because its got all the technology and all the stuff | this is really scary | because if China and Korea and Japan suddenly start fighting over the oil supply which is all coming from the Middle East | its scary stuff ||

[Lecture Management]

[-] okay right I'll stop there / I've gone on much too long / um I'll stop there um yeah / firstly I'll give you five minutes / if anyone's got any questions or comments / um [-] stick you hands up / and I'll try and deal with them ||

[macroTheme 1] [Factorial Explanation core / Outcome]

OH THERE IS A THERE IS A QUESTION AT THE BACK [LA] | [#] YEAH [#] THAT'S A VERY GOOD QUESTION | UM WHAT YOU'RE SAYING IS AMERICA NOW IS PRESSING CHINA TO INCREASE ITS EXCHANGE RATES | WHAT ABOUT JAPAN | WELL THE ANSWER IS THIS ||

[hyperTheme 1A] [Factor/Stage 1]

in 1971 or thereabout its 1971 to 1973 the Americans were fighting the war in Vietnam just like they are fighting the war in Iraq now | [-] and they were running out of money very very fast okay | and at that time they let the exchange rate in America float | the dollar began to float okay [-] | and all the other currencies began to float including the Yen | and the result was the Yen began to change its exchange rate | it did change quite a lot by the early 1990s you know | the exchange rate against the dollar was very similar to what it is now ||

[hyperTheme 1B] [Factor/Stage 2]

secondly in 1985 there was an agreement between America Japan and some of the European countries again | but the Japanese were actually increasing their exchange rate | so actually America's tactics have always been to try to negotiate with countries with which its got balance of payments problems | and to try to persuade them to move the exchange rate up | in the 1980s and certainly the 1970s the Japanese exchange rate did float up | now its floating | [-] you probably notice these days | because of the war in Iraq | prob- partly *um* the American dollar is actually going down the Japanese Yen is going up | but its all floating ||

[hyperTheme 1C] [Factor/Stage 3]

the Yuan's a problem | because the Chinese government has fixed the actual rate at a fairly low level | and the Americans want the government to change their policy | and let the Yuan float up | a very good question *yeah* ||

[macroTheme 2] [Expositon core / Thesis]

ANY OTHER ONES *YEAH* | [#] *HMM* *YEAH* SURE [#] *OH* SURE *YEAH* *UM* THE QUESTION HERE IS A *UM* THE THE AMERICANS WANT THE *UM* CHINESE TO IM- RAISE THEIR EXCHANGE RATE | *UM* DO THEY ALSO WANT THE WAGES TO INCREASE ||

[hyperTheme 2A] [Argument/Stage 1]

I think the main mechanism is the exchange rate quite honestly *ah* | they're they're leaving the wage rates basically in China as they are | although there is pressure from international organizations making noises about Chi- some Chinese workers being paid very low wages for producing goods for the American market | but the main mechanism now is the exchange rate ||

[hyperTheme 2B] [Argument/Stage 2]

if you raise the exchange rate if Yuan goes up | this would reduce [-] Chinese imports to America | because the cost of Chinese goods would rise | at the same time American goods would become cheaper in China | so the Americans would be able to sell more cars more machinery and more equipment there okay | so the main the the exchange rate is the key one ||

[Lecture Management]

[-] yeah [#] okay change of microphone okay um what I will do now is basically | um we're running a bit short of time | so if you don't mind | I'll just carry straight on okay | I'll finish the third thing I want to talk about which is ethnicity | and then if there is five minutes left at the end | uh I'll give another chance for questions okay ||

[Topic Phase C: Preview]

SO I'LL MOVE ON TO THE THIRD TOPIC I WANT TO COVER WHICH IS ETHNICITY AND THE NATION STATE [-] | SO PLEASE WAKE UP AGAIN | SORRY I DIDN'T HAVE TIME TO GIVE YOU A CUP OF COFFEE | BUT YOU KNOW *UM UH* I'LL I'LL CARRY ON AND TRY AND FINISH AS QUICKLY AS I CAN [-] ||

[discourse/macroTheme C1] [C¹ Exposition macro / Thesis]

RIGHT WELL ONE THING WHICH MOST ASIA PACIFIC COUNTRIES HAVE IN COMMON IS ETHNIC DIVERSITY ||

[hyperTheme C1A] [C¹ Argument/ Stage 1]

most Asian countries with very few exceptions Japan is one Korea is another have lots and lots of ethnic groups speaking different language and having different cultures ||

[macroTheme C1B] [C¹ Argument / Stage 2] [C^{1A} Exposition core / Thesis]
and of course where you've got lots of ethnic diversity | its not very helpful for political stability | very often in countries in which there's most political problems are actually the ones which have lots of different ethnic groups ||

[hyperTheme C1B1] [C^{1A} Argument / Stage 1]
there's are some very good examples in Africa of course [la] with most famous cases | but places like Indonesia where certain provinces want to break away and be independent | former Soviet Union Russia former Yugoslavia all these show us that you know these countries can break up | and that you know that ethnic groups can demand independence and in some cases get it ||

[discourse/macroTheme C2] [C^{2A} Factorial Explanation macro / Outcome]
[-] BUT WE'VE GOT A PROBLEM HERE | WHAT IS AN ETHNIC GROUP | THERE'S LOTS OF DIFFERENT DEFINITIONS ||

[hyperTheme C2A] [C^{2A} Factor / Stage 1]
sometimes the state plays a role by officially defining the ethnic groups within it as in Malaysia China | Singapore people actually have documents saying which ethnic group they belong to | I am Chinese | I am Indian | I belong to the Baha'i minority | I am Tibetan [la] okay | the country actually officially defines people as belonging to one or other of a number of officially recognized ethnic groups | and it's a very interesting question how these ideas developed since the colonial period up to now ||

[hyperTheme C2B] [C^{2A} Factor / Stage 2]
[--] *um* **definitions of ethnicity by outside people often focus on groups which are culturally different from the point of view of language religion** | in many countries its quite easy to spot people from ethnic groups | because they look different | or they wear different clothes | or they speak different languages | or they go to different churches or mosques | or they eat different food you know | ethnic groups do all these things ||

[macroTheme C2C] [C^{2A} Factor / Stage 3] [C^{2A1} Descriptive Report macro / Classification]
BUT SOMETIMES OF COURSE YOU GET PEOPLE WHO ARE BASICALLY THE SAME AS EACH OTHER | BUT THEY THINK THEY ARE DIFFERENT | THIS IS VERY IMPORTANT | YOU CAN GET SITUATIONS WHERE PEOPLE ACTUALLY THINK THEY ARE DIFFERENT AND THAT MAKES THEM INTO A DIFFERENT ETHNIC GROUP VERY GOOD EXAMPLE OF THIS OF COURSE IS IN FORMER YUGOSLAVIA | THE DIFFERENCE BETWEEN SERBS AND CROATS | WHAT IS THE DIFFERENCE BETWEEN A SERB AND A CROAT ||

[hyperTheme C2C1] [C^{2A1} Description / Stage 1]
well actually the language is very similar | its written in different ways | the Croats use romaji | and the Serbs use something that looks very much like Russian | it's a variation on the Russian or Greek alphabets ||

[hyperTheme C2C2] [C^{2A1} Description / Stage 2]
the differences lie really in the former religious differences | Croats were usually Catholics | and *um* Serbs belong to the Greek Orthodox Church which is popular in Eastern Europe and of course in alphabet ||

[macroTheme C2C3] [C^{2A1} Description / Stage 3] [C^{2A1A} Historical Recount core / Background] [--] BUT ALSO OF COURSE SERBS AND CROATS ALSO CAME INTO CONFLICT IN THE SECOND WORLD WAR ||

[hyperTheme C2C3A] [C^{2A1A} Event / Stage 1]
generally the Croats supported the Germans and the Italians | and the Serbs were supporting the Russians the British and the Americans | so there was a lot of fighting ||

[hyperTheme C2C3B] [C^{2A1A} Event / Stage 2]

then after the war though you have a communist government | a guy called Josip Tito was in charge for a very long time as the president | and he was able to keep you know this ethnic conflict undercover for a long time | people didn't think that this ethnic conflict was there anymore that | it had gone away | Serbs Croats were living together quite happily | religion wasn't as important anymore | because it was a communist government and of course | many Serbs and Croats were actually marrying each other living together you know and getting on apparently quite well ||

[hyperTheme C2C3C] [C^{2A1A} Event / Stage 3]

but when Tito died communism collapsed | the basis of the new political parties was actually ethnicity | and the result was a lot of conflict and civil war | and Yugoslavia actually broke up ||

[hyperTheme C2C3D] [C^{2A1A} Event / Stage 4]

and this is the process we see going on today | so the question was not what's the difference between the Serbs and the Croats | the important thing is for historical reasons | the Serbs and the Croats saw themselves as being very different ||

[macroTheme C2D] [C^{2A} Factor / Stage 4] [C^{2A2} Exposition core / Thesis]

[--] ALSO THERE'S ANOTHER THING ABOUT CULTURE | THERE IS NO SUCH THING AS CHINESE CULTURE OR JAPANESE CULTURE WHICH IS FIXED | ITS ALWAYS CHANGING OKAY ||

[hyperTheme C2D1] [C^{2A2} Argument / Stage 1]

traditional Japanese culture was things like raw fish and kimonos | how many kimonos do you see at APU | come on its like the Scottish kilt you know | everyone knows the national dress in Scotland is skirts which men wear | but if you go to Scotland | you never see this dress | but the only place in Japan you'll see a kimono is in Kyoto | otherwise you don't see them very often you know |

[hyperTheme C2D2] [C^{2A2} Argument / Stage 2]

So traditional culture really has changed | Japanese culture for many people is now manga anime J-pop you know | these kinds of things | these new elements of culture ||

[macroNew C2D] [C^{2A2} Reiteration of Thesis]

CULTURE IS ACTUALLY CHANGING ALL THE TIME ||

[discourseTheme C3] [C³ Descriptive Report macro / Classification]

[-] IN THE ASIA PACIFIC AS A WHOLE THOUGH THERE'S QUITE DIFFERENT TYPES OF ETHNICITIES IN DIFFERENT COUNTRIES | SO I JUST WANT TO SUMMARIZE THESE BRIEFLY | BECAUSE THEY HAVE QUITE DIFFERENT CAUSES ||

[macroTheme C3A] [C³ Description / Stage 1] [C^{3A} Factorial Explanation core / Outcome]

FIRSTLY THERE'S A NUMBER OF COUNTRIES IN THE ASIA PACIFIC WHERE YOU HAVE COLONIES OF SETTLEMENT | WHAT HAPPENED WAS THAT A BIG POPULATION CAME IN FROM OUTSIDE AND SETTLED ALONGSIDE A SMALL ABORIGINAL LOCAL POPULATION ||

[hyperTheme C3A1] [C^{3A} Factor / Stage 1]

[-] **this includes Canada United States Australia and New Zealand where mainly Europeans came in** | and they settled alongside a local population of *um* a Australian aborigines Maoris in the case of New Zealand and of course native Canadians native Americans in the case of North America ||

[hyperTheme C3A2] [C^{3A} Factor / Stage 2]

you've also got two curious cases in East Asia of course Taiwan and Hokkaido both of which have their very small aboriginal populations representing the original people who were there when the Chinese and the Japanese came in | so its not just North America and Australia | you've also got aboriginal populations in Taiwan and Japan ||

[disource/macroTheme C3B] [C³ Description/ Stage 2] [C^{3B} Factorial Explanation *macro / Classification*] [--] SECONDLY THERE'S A DIFFERENT KIND OF COLONIALISM | THERE'S COLONIES OF EXPLOITATION | THIS IS WHERE THERE WAS A VERY SMALL SECULAR POPULATION AND A VERY LARGE LOCAL POPULATION ||

[macroTheme C3B1] [C^{3B} Factor / Stage 1] [C^{3B1} Taxonomic Report *core / Classification*] THE BEST EXAMPLES WERE DURING THE COLONIAL PERIOD WHERE YOU GET SMALL GROUPS OF COLONISTS COMING IN | BRITISH FRENCH JAPANESE DUTCH AND DOMINATING THE LOCAL PEOPLE ||

[hyperTheme C3B1A] [C^{3B1} Description / Stage 1]

the three great examples in Asia of course were India which was controlled for many years by the British | Indonesia which was controlled for many years by the Dutch | and Indo-China that includes Vietnam Laos and Cambodia which was controlled for many years of course by the French | and these colonial minorities the colonialists these Europeans that used to live there generally went back to their own country | *um* but there are still small groups of businessmen of course left in places like Singapore and Hong Kong | you still see a lot of European businessmen just as you did in the colonial period there | but these are special cases ||

[discourseTheme C3C] [C³ Description Stage 3] [C^{3C} Factorial Explanation *macro / Classification*] [--] A THIRD KIND OF ETHNICITY IS WHERE YOU GET LABOR AND TRADE MIGRATIONS AND DIASPORAS DATING FROM THE COLONIAL PERIOD ||

[discourse/macroTheme C3C1] [C^{3C} Factor / Stage 1] [C^{3C1} Factorial Explanation *macro / Outcome*] IN MANY COLONIES IN MANY PARTS OF THE WORLD NOT JUST ASIA PACIFIC | THE COLONIAL POWERS BRITAIN FRANCE HOLLAND YOU KNOW AMERICA FOUND THEY WERE VERY VERY SHORT OF LABOR NOW YOU PROBABLY NOTICED THAT JUST TWO COUNTRIES IN THE WORLD INCLUDE ABOUT A THIRD OF THE WORLD'S POPULATION | THEY ARE CHINA AND INDIA | CHINA AND INDIA HAVE ALWAYS HAD THE BIGGEST POPULATIONS | EVER SINCE YOU KNOW TWO THOUSAND YEARS AGO | SO WHENEVER ANYONE IS SHORT OF LABOR | THE FIRST PLACE THEY LOOK FOR OF COURSE IS CHINA AND INDIA [LA] ||

[hyperTheme C3C1A] [C^{3C1} Factor / Stage 1]

[-] **the result is that Chinese and Indians have spread all over the world the overseas Indians and Chinese diaspora** | they've been taken as laborers to other parts of the world by colonial powers | they've settled there | they've moved into business | they've become very very successful | and the result is the network of overseas Chinese and overseas Indians which we see today ||

[macroTheme C3C1B] [C^{3C1} Factor / Stage 2] [C^{3C1A} Factorial Explanation *core/ Classification*] [--] MANY OF THEM MOVE INTO BUSINESS | MANY OF THEM MOVE INTO EDUCATION | THEY MOVE INTO GOVERNMENT SERVICE | AND IN SOME COUNTRIES *UM* FOR INSTANCE MALAYSIA SINGAPORE FIJI DIASPORA COMMUNITIES MAKE UP A HUGE PART OF THE POPULATION ||

[hyperTheme C3C1B1] [C^{3C1A} Factor / Stage 1]

in the case of Singapore nearly everyone belongs to a diaspora community | because of course Singapore itself was just a tiny village when the British moved there in the early nineteenth century ||

[hyperTheme C3C1B2] [C^{3C1A} **Factor / Stage 2**]
Fiji one of the problems there is that half of the population there consists of people of Indian descent who settled there during the colonial period | and of course run most of the businesses and have most of the money ||

[discourse/macroTheme C3C1C] [C^{3C1} **Factor / Stage 3**] [C^{3C1B} **Factorial Explanation** *macro/ Outcome*] SO THIS CAN EASILY RESULT IN CONFLICT ||

[hyperTheme C3C1C1] [C^{3C1B} **Factor / Stage 1**]
in Malaysia in nineteen sixty-nine actually there were very very serious riots between the Malay community on the one hand and the Chinese community on the other [1a] | as in many of the Malaysian cities there was a very large Chinese population | and again *um* they were the wealthiest part of the community | they ran many of the businesses and then of course ||

[hyperTheme C3C1C2] [C^{3C1B} **Factor / Stage 2**]
you've got the conflict in Fiji more recently which you probably remember from last two or three years ||

[macroTheme C3C1C3] [C^{3C1B} **Description / Stage 3**] [C^{3C1B1} **Exposition / Thesis**] [--] SLIGHTLY DIFFERENT CASE OF LABOR MIGRATION IS IF YOU LOOK AT AMERICA | AND I MENTION THIS BECAUSE THIS IS ALSO TRUE IN LATIN AMERICA AS WELL ||

[hyperTheme C2C1C3A] [C^{3C1B1} **Argument / Stage 1**]
Africans were taken into the Americas during the 17th and 18th centuries as slaves | *um* their descendants have scattered through out North and South America | look at the Brazilian football team | you'll see the effects of African descendants in Brazil same in Cuba | many of the athletes are of African descent [-] | and the result of course of slavery and the discrimination that followed | there's been a long struggle for political and civil rights ||

[macroNew C3C1C3] [C^{3C1B1} **Reiteration of Thesis**]
SO LARGE PARTS OF THE WESTERN PAC- SORRY THE EASTERN PACIFIC THAT IS TO SAY AMERICA HAS THESE RACE RELATIONS PROBLEMS DATING FROM THE SLAVERY PERIOD ||

[macroTheme C3C1C4] [C^{3C1B} **Description / Stage 4**] [C^{3C1B2} **Historical Recount** *core / Background*] [--] *UM* A SIMILAR EXAMPLE TO THIS IS ACTUALLY IS THE KOREANS IN JAPAN ||

[hyperTheme C2C1C4A] [C^{3C1B2} **Event / Stage 1**]
during the colonial period the Japanese brought in many Koreans as laborers | after the end of World War Two many went back to Korea | but some stayed in Japan | and their political and legal status became very complicated because of course | Korea became independent and stopped being part of the Japanese empire | and for the first time actually many of

the Korean families who'd been in Japan for a very long time were suddenly treated as foreigners | they had to carry around cards you know saying I am a foreigner | I am a registered foreigner in Japan | most of these people of course were born in Japan | so this has been a big issue for the last few years you know the status of the Koreans ||

[hyperTheme C2C1C4B] [C^{3C1B2} Event / Stage 2]

um and of course these were also then complicated further by the division into North Korea and South Korea | so Japan had groups of Koreans saying we are North Koreans | and groups of Koreans saying no no no we are South Koreans [1a] | and there are still these two communities in Japan which are still *um* [-] largely separate from each other although | they are coming together largely | and many of course are taking Japanese citizenship as well | so the situation of the Koreans in Japan is changing very very rapidly actually | it's a very very interesting case ||

[discourseTheme C3D] [C³ Description Stage 4] [C^{3D} Factorial Explanation *macro* / Outcome] YOU'VE ALSO GOT RELATIONS BETWEEN DIFFERENT IMMIGRANT MINORITIES | *UM* YOU GET LOTS OF OUTSIDERS COMING IN | AND THEY FORM DIFFERENT GROUPS IN THE POPULATION ||

[macroTheme C3D1] [C^{3D} Factor / Stage 1] [C^{3D1} Exposition *core* / Thesis]

EXCELLENT EXAMPLE IS THE AMERICANS OF COURSE | *UM* YOU'VE GOT WELL ORGANIZED GROUPS OF ITALIAN AMERICANS PEOPLE WITH ITALIAN NAMES | THEY CAME FROM ITALY ||

[hyperTheme C3D1A] [C^{3D1} Argument / Stage 1]

um you've got Jewish Americans | most of whom came from Eastern Europe | and *um* many of whom now have close links with Israel ||

[hyperTheme C3D1B] [C^{3D1} Argument / Stage 2]

but nowadays of course especially if you go to San Francisco you've got huge numbers of Asian Americans as well people of Chinese Taiwanese *um* Korean and Japanese descent ||

[hyperTheme C3D1C] [C^{3D1} Argument / Stage 3]

and then of course you've got African Americans all over America ||

[macroNew C3D1] [C^{3D1} Reiteration of Thesis]

AMERICA'S VERY VERY COMPLICATED | BECAUSE MOST OF THE AMERICANS CONSIST OF POPULATIONS THAT CAME IN FROM OUTSIDE IN DIFFERENT HISTORICAL PERIODS | AND THEY STILL RETAIN *UM* IDENTITIES AND LINKS FROM THEIR PLACES OF ORIGIN | AND THEY COMPETE FOR POWER | SO IN AMERICAN ELECTIONS THE ITALIAN AMERICANS OFTEN FORM A TIGHT KNIT GROUP WHICH DECIDES TO VOTE FOR ONE PARTY OR THE OTHER ||

[discourse/macroTheme C3E] [C³ Description Stage 5] [C^{3E} Factorial Explanation *macro* / Outcome] [--] A FIFTH EXAMPLE OF ETHNICITY IS MULTICULTURAL POPULATIONS RESULTING FROM COLONIALISM | MANY COUNTRIES IN THE THIRD WORLD HAVE BOUNDARIES WHICH WERE ESTABLISHED BY THE FRENCH THE BRITISH THE DUTCH THE AMERICANS DURING THE COLONIAL PERIOD RATHER THAN BY LOCAL PEOPLE | AND WHAT HAPPENED WAS THAT THE POLITICAL ETHNIC AND LANGUAGE BOUNDARIES DIDN'T COINCIDE ||

[hyperTheme C3E1] [C^{3E} Factor / Stage 1]

Europeans drew lines on the map and said this is our colony but of course | there were many people speaking different languages and with different cultures inside these boundaries | and so in many former colonies there's different ethnic groups ||

[discourse/macroTheme C3E2] [C^{3E} **Factor / Stage 2**] [C^{3E1} **Factorial Explanation macro / Outcome**]

NOW WHAT ACTUALLY HAPPENS IN SOUTH EAST ASIA IS QUITE INTERESTING ||

[hyperTheme C3E2A] [C^{3E1} **Factor / Stage 1**]
you've often got a big majority population which lives on the flat land where they grow lots and lots of rice [la] ||

[hyperTheme C3E2B] [C^{3E1} **Factor / Stage 2**]
and then up in the hills you've got different groups of people speaking different languages with different economic systems | and of course quite different cultures | you find this in Burma | you find this is Thai | and you find this in Laos | you find this in China | you know up in the hills are these different groups these minority groups with quite different cultures ||

[macroTheme C2E2C] [C^{3E1} **Factor / Stage 3**] [C^{3E1A} **Exposition core/ Thesis**]
AND OF COURSE | WHERE YOU DISCOVER THINGS LIKE OIL IN MINORITY AREAS YOU'VE ALSO GOT A PROBLEM ||

[hyperTheme C3E2C1] [C^{3E1A} **Argument / Stage 1**]
example of this of course is Indonesia at the moment where a lot of the oil comes from a place called Aceh | and the Aceh people are suddenly saying well you know we'd be much better off | if we were independent | and if we had all this nice oil to ourselves [la] | so of course there's a sort of independence movement there ||

[hyperTheme C3E2C2] [C^{3E1A} **Argument / Stage 2**]
but other parts of India or Indonesia of course also have local independence movements | and in one case out of East Timor bit of a special case it actually broke away a few years ago and has become a separate country ||

[macroNew C3E2C] [C^{3E1A} **Reiteration of Thesis**]
SO YOU'VE ALWAYS GOT THIS PROBLEM IN COUNTRIES LIKE INDONESIA OF KEEPING THE COUNTRY TOGETHER | VERY DIFFICULT TO KEEP THESE MULTIETHNIC COUNTRIES TOGETHER PARTICULARLY WHERE YOU'VE GOT THINGS LIKE OIL AND COMPETITION FOR CONTROL OF THE OIL SUPPLY ||

[discourseTheme C3F] [C³ **Description Stage 6**] [C^{3F} **Descriptive Report macro / Classification**] [--] WE OUGHT TO TALK A BIT ABOUT RUSSIA AND CHINA TOO | THEY'RE RATHER SPECIAL CASES | *UM* RUSSIA *UM* FORMERLY THE SOVIET UNION AND CHINA ARE BOTH VERY LARGE SO OF COURSE | THEY HAVE A LARGE NUMBER OF ETHNIC GROUPS ||

[discourse/macroTheme C3F1] [C^{3F} **Description / Stage 1**] [C^{2F1} **Historical Recount macro / Background**]

IN THE SOVIET UNION *UM* STALIN HAD SOME INTERESTING IDEAS ABOUT ETHNIC GROUPS ||

[hyperTheme C3F1A] [C^{3F1} **Event / Stage 1**]
he thought generally ethnic groups should be given a bit of autonomy | *um* ethnic languages should be encouraged ||

[hyperTheme C3F1B] [C^{3F1} **Event / Stage 2**]

um he would set up areas around the country where different ethnic groups could sort of have their little republics ||

[macroTheme C3F1C] [C^{3F1} Event / Stage 3] [C^{3F1A} Historical Recount *core* / Background]

AND IN PARTS OF RUSSIA OF COURSE *um* IN PARTS OF THE SOVIET UNION | THESE REPUBLICS ACTUALLY BECAME INDEPENDENT AT THE END OF 1991 ||

[hyperTheme C3F1C1] [C^{3F1A} Event / Stage 1]
end of 1991 the Soviet Union broke up | and this left *ah* fourteen little republics all round *um* in the Baltic in the Caucasus and in central Asia and then one big republic Russia the very big one including the whole of Siberia which we see now ||

[hyperTheme C3F1C2] [C^{3F1A} Event / Stage 2]
so in a sense a lot of Russia's problems with ethnic groups have gone away | because they're independent | but notice still in Chechnya | there's still a group of people that say we don't want to stay in Russia we want to be independent ||

[discourse/macroTheme C3F2] [C^{3F} Description / Stage 2] [C^{3F2} Information Report *macro* / Identification] [--] IN CHINA RATHER SIMILAR *um* ||

[hyperTheme C3F2A] [C^{3F2} Description / Stage 1]
what you've got is the Han Chinese | these are people speaking the Chinese language Pundong Hua Mandarin and related dialects | sometimes of course they can't understand each others dialects | its very difficult for Cantonese and people from Beijing to understand each other ||

[discourse/macroTheme C3F2B] [C^{3F2} Description / Stage 2] [C^{3F2A} Descriptive Report *macro* / Classification] BUT THERE ARE ALSO MANY MINORITIES THROUGHOUT THE COUNTRY WITH DIFFERENT ORIGINS ||

[macroTheme C3F2B1] [C^{3F2A} Description / Stage 1] [C^{3F2A1} Descriptive Report *core* / Classification]
CHINA ACTUALLY HAS FIVE AUTONOMOUS AREAS | IT'S GOT ABOUT TWENTY TWENTY-ONE PROVINCES NOW WITH HONG KONG | AND OF THESE FIVE ARE CALLED AUTONOMOUS REGIONS | AND THERE'S A LOT OF MINORITIES LOCATED THERE ||

[hyperTheme C3F2B1A] [C^{3F2A1} Description / Stage 1]
these are in Tibet of course ||

[hyperTheme C3F2B1B] [C^{3F2A1} Description / Stage 2]
inner Mongolia Xin Jiang *um* where you find groups like the Uigher who are Turkish speaking people ||

[hyperTheme C3F2B1C] [C^{3F2A1} Description / Stage 3]
Nin Xia where you find the Hue who are Muslims though they are also scattered all over the rest of China as well ||

[hyperTheme C3F2B1D] [C^{3F2A1} Description / Stage 4]
and Guan Xi which is where you find a group called the **Xuan** | *um* though there are other minorities down there as well ||

[hyperTheme C3F2B1E] [C^{3F2A1} **Description / Stage 5**]
Yunnan Province isn't an autonomous region | but it does
have a huge number of minorities along the borders with
places like Laos and *um* other South East Asian countries ||

[macroTheme C3F2C] [C^{3F2} **Description / Stage 3**] [C^{3F2B} **Historical Recount
core / Classification**]

[--] NOW IN THE 1950S THE CHINESE DECIDED THEY HAD TO DO SOMETHING
ABOUT THEIR MINORITIES | WHAT TO DO ||

[hyperTheme C3F2C1] [C^{3F2B} **Event / Stage 1**]
well they did research | and they tried to decide exactly how many
minorities really existed and eventually they officially recognized about
50 minorities about 55 I think is the real number making up about 10%
of the local population so in China roughly speaking 90% are Han
Chinese speaking dialects of Chinese | and the other 10% are these very
interesting minorities mostly scattered around the edge of the country ||

[hyperTheme C3F2C2] [C^{3F2B} **Event / Stage 2**]
[-] **some of these minorities actually had a terrible time during the
cultural revolution** | that was the period in nineteen sixty six to
seventy six gangs of young people ran around the country destroying
the ancient culture | and in Tibet and places like Mongolia *um* they
killed a lot of the local intellectuals | they burnt down or destroyed
many of the local temples monasteries in the case of Tibet | and it was a
terrible period | many of the Tibetans fled over the border into India
and Nepal ||

[discourse/macroTheme C3F2D] [C^{2F2} **Description / Stage 4**] [C^{3F2C}
Exposition core / Thesis]

BUT GRADUALLY FOR SOME MINORITIES THE SITUATION BEGAN TO IMPROVE AND
SOME MINORITIES SUDDENLY DECIDED IT | SOME MINORITIES SUDDENLY DECIDED
THAT IT WAS USEFUL TO BE A MINORITY | LETS BE A MINORITY [1a] ||

[hyperTheme C3F2D1] [C^{3F2C} **Argument / Stage 1**]
***um* they were exempt from the one child family policy** | this
was one thing about minorities | because they are such a small
part of the population | and because some of these minorities
have such small populations | its only a couple of thousand
people in some minorities | there's no one child policy |
because if there was | these minorities would die out very
quickly ||

[hyperTheme C3F2D2] [C^{3F2C} **Argument / Stage 2**]
[--] **they have better access to education** | they have better
access to local government jobs ||

[macroNew C3F2D] [C^{3F2C} **Reiteration of Thesis**]

SO IF YOU CAN SAY YOU ARE A MINORITY | MEMBER THINGS ACTUALLY IN SOME
CASES ARE BETTER FOR YOU | YOU HAVE BETTER EDUCATION BETTER JOBS AND
OF COURSE MORE CHILDREN | SO YOU DECIDE YOU WILL BECOME A MINORITY
MEMBER ||

[macroTheme C3F2E] [C^{3F2} **Description / Stage 5**] [C^{3F2D} **Factorial
Explanation core / Outcome**]

[--] THE RESULTS HAVE BEEN VERY VERY CURIOUS ||

[hyperTheme C3F2E1] [**C^{3F2D} Factor / Stage 1**]

some people choose to belong to minorities to which only one of their grandparents belonged | so people are saying [-] my granddad was Mongolian | great I'm Mongolian too [la] | I can't speak Mongolian | I live in Beijing | but I'm Mongolian [la] okay so basically | *um* even if they can't speak the language | they can still claim links with one or other of these minority groups through their *um* parents their grandparents their great-grandparents ||

[hyperTheme C3F2E2] [**C^{3F2D} Factor / Stage 2**]

and some groups who used to claim to be Han Chinese now claim to be a minority | there was a famous book written about Yunnan Province many years ago by an American-Chinese who wrote about this area as being typically Chinese | [-] and then suddenly they decided they belonged to a minority | now they call themselves the Bahai [la] | and they've resurrected and reinvented local industries and handicrafts | they've started a tourist industry based on the fact they are different from the Han Chinese | even though a few years ago they considered themselves real Han Chinese | so people change their identity if they think its good ||

[macroTheme C4] [**C⁴ Exposition core / Thesis**]

MINORITY CULTURES ARE ALSO VERY GOOD FOR TOURISM OF COURSE | [-] *UM* LOCAL CULTURES CAN BE REINVENTED | THEY CAN BE PERFORMED | AND THEY CAN BE SOLD TO TOURISTS ||

[hyperTheme C4A] [**C⁴ Argument / Stage 1**]

all over East Asia you find local groups reinventing traditional songs traditional dances putting on traditional costumes performing them for the tourists and turning this into a new industry ||

[hyperTheme C4B] [**C⁴ Argument / Stage 2**]

just look at the television these days | if you look at CNN BBC | all the adverts are for travel these days [la] | all the adverts for travel Indonesia Malaysia India | they're all presenting themselves as extraordinarily interesting countries to visit | and they are selling their ethnic cultures their ethnic diversities | very very clear in the case of Malaysia | they're selling tradition | they're selling their minorities | this is becoming their basis for their tourist industry ||

[macroNew C4] [**C⁴ Reiteration of Thesis**]

BUT THESE CULTURES ARE OFTEN INVENTED TRADITIONS RATHER THAN REAL TRADITIONS | THEY'VE BEEN RECREATED FOR THE TOURIST MARKET | SO CULTURES AND ETHNIC GROUPS AREN'T STATIC | THEY CHANGE ALL THE TIME ||

[macroTheme C5] [**C⁵ Exposition core / Thesis**]

NATION STATES WHICH ARE QUITE HOMOGENOUS LIKE JAPAN OR BRITAIN ARE EASIER TO ORGANIZE POLITICALLY THAN MULTIETHNIC KI- STATES | AND TO BE HONEST THE TROUBLE WITH MULTIETHNIC STATES IS THIS | THE DIFFERENT ETHNIC GROUPS OFTEN START STRUGGLING OVER WHAT WE CALL THE SHARE OF THE NATIONAL CAKE ||

[hyperTheme C5A] [**C⁵ Argument / Stage 1**]

you know how much cake can we have | the cake is a circle | we divide it up between the ethnic groups | how much cake can we get | if we get more cake | other ethnic groups get less cake | so its all about the division of the national cake ||

[hyperTheme C5B] [C⁵ Argument / Stage 2]

[-] in the worst cases economic stagnation can lead to economic competition between political factions based on ethnic groups | you sometimes get *um* civil war conflict growing | and the result is economic decline | because businesses don't invest in countries where people are fighting each other very simple | so the more ethnic unrest you get the less the investment the poorer people become and the worse the ethnic conflict becomes between the different ethnic groups | this is what's happened in Africa | but there is a danger of it happening in some South East Asian countries as well where there's this ethnic divide | *um* particularly Indonesia of course ||

[Coda]

[-] okay well I've nearly finished [1a] | this has been a very general outline of three main issues | I've talked about the definition of the region | I've talked about the reasons for high speed growth | and I've taught about cultural ethnicity | what I've also tried to show is that all these things are actually closely related | ethnic groups and their relations are related to the economy | if the economy [-] is growing | ethnic groups live together quite happily | if the economy if the economy goes into decline | ethnic groups often start fighting each other | because they become the basis of political fractions | and they are in competition for the national cake | but culture's always changing | very little real tradition as opposed to invented tradition can be found in the region | and you find that the boundaries and the definitions of the ethnic groups are changing all the time partly because of the tourist industry | and driving all of these in the Asia Pacific region is this process of course of high speed economic growth which is the main feature of the region since the Second World War ||

[Lecture Management]

okay well I'll leave it there | *um* most of this argument you can find in the paper I wrote | *um* you should also note just whoosh | [-] one last very last thing you should also know about the standard textbooks on the Asia Pacific region | and *um* I've listed them here | this is a set of books which was actually written for the Open University in Britain | you'll find them all over the place | different courses draw on them | *um* you will find these very very useful | when you come to do other courses | and I think most of the courses in the university actually draw on readings from these five volumes | anyway I've listed them there | you can look up the power point slides | and I'll stop there thank you very much ||

APPENDIX 10 : Topic Phase Analysis of Lecture 2 (Lecturer A)

[Lecture Management]

[0:00] *I've found actually I've got an enormous amount about Disney / so I've put up a whole bunch of articles into the folder for anyone who wants to follow this up / its probably enough for you to write a research report or a research essay on there um and quite interesting ah both about the theme park but also about Disney's business organization also some of the individual films / if you are a film fan / a couple of articles on Fantasia for instance //*

[Preview]

| UM BUT TODAY I'LL TALK MAINLY ABOUT THE ORIGINS OF THE THEME PARK | AND THE TRADITIONS IT DRAWS ON | AND THEN TALK ABOUT THE IMPACT THAT DISNEY'S HAD ON THE THEME PARK WORLD | *um this is rather slow starting up today* | [#] [1:00] *oh its come up* | [#] *I think its coming up* | [#] *I think we should throw out all this lot* | and bring in MacIntoshes [la] | that's heresy I know [la] | this is very very slow today ||

[Topic Phase A: Preview] [#] *um* [#] BASICALLY I'LL BE TRACING BACK THE ORIGINS OF THEME PARKS [2:00] TO A NUMBER OF DIFFERENT THINGS EXPOSITIONS IN THE 19TH CENTURY MUSEUMS OF COURSE FUNFAIRS THE SEASIDE TOURISM AND UM OTHER INFLUENCES AND SO ON | [--] *this has finally appeared* | [PC sound] *oops it didn't like that* | (inaudible) *something disappeared* (inaudible) | [#] *okay ah* [#] *come here* | [#] *right here we go* ||

[macroTheme A1] [A¹ Exposition core/ Thesis]

[#] OKAY THEME PARKS ARE OBVIOUSLY BIG BUSINESS //

[hyperTheme A1A] [A¹ Argument / Stage 1]

um the world's largest tourist attraction is actually [3:00] **Disneyland in Florida** | the only thing that comes anywhere near it is *um* Las Vegas of course in Nevada (inaudible) this one good | [#] *it attracts thirty million customers a year* | *um* that is huge | that is much bigger than many country's entire international tourism market //

[hyperTheme A1B] [A¹ Argument / Stage 2]

[--] **the largest attraction in Japan is actually Disney as well** | that's in Tokyo | *um* Disneyland in Tokyo attracts 16 million customers a year | *um* this is huge | Beppu attracts 12 million strangely enough making it probably the second biggest attraction in Japan [la] | but I don't think they spend as much money here as they do in Disneyland //

[macroTheme A2] [A² Taxonomic Report core/ Classification]

UM THERE ARE VARIOUS KINDS OF PARKS CALLED THEME PARKS [4:00] | UM JUST A SORT OF TYPOLOGY TO START OFF WITH UM //

[hyperTheme A2A] [A² Description / Stage 1]

there's amusement parks obviously which offer mainly rides | this is an old tradition in *ah* tourism //

[hyperTheme A2B] [A² Description / Stage 2]

um there's theme parks offering similar amusements | a lot of rides but organized around a single theme of course | and so we've got California Disneyland Tokyo Disneyland fall into this category //

[hyperTheme A2C] [A² Description / Stage 3]

and then there's the resort parks which include accommodation | *um* that includes the Euro Disneyland the Disney World in Florida also Huis Ten Bosch in *um* Nagasaki which basically has accommodation built in | it's a town accommodation within the town and a hotel complex as well //

[...Topic Phase A: Preview]

[--] THE ORIGINS OF THESE PARKS ARE PRETTY COMPLEX | BUT THE MAIN INFLUENCES REALLY INCLUDE THE FOUR I'VE LISTED HERE | FIRSTLY OF COURSE MUSEUMS | AND I'LL BE TALKING A BIT ABOUT THE IN-OVERLAP BETWEEN MUSEUMS AND THEME PARKS [5:00] | THE INTERNATIONAL EXPOSITIONS OF EXHIBITIONS | *um* EXPOS THEY'RE USUALLY CALLED | THE LAST ONE WAS IN AICHI IN 2005 IN NAGOYA OF COURSE | *um* THE NEXT ONE WILL BE IN SHANGHAI IN 2010 | *um* [-] *ah* THEN OF COURSE THERE IS TRADITIONAL HOLIDAY RESORT ENTERTAINMENT SUCH AS FUNFAIRS WITH THE RIDES | FINALLY A HUGE INFLUENCE HAS BEEN THE FILM INDUSTRY | BOTH BECAUSE OF DISNEY BUT ALSO BECAUSE OF SOME OF THE THEME PARKS BUILT AROUND THE FILM KINDS OF *um* THEMES | [--] SO I'LL JUST RUN QUICKLY OVER THESE IN TURN | *um* SOME OF THESE THEMES I'VE TOUCHED ON IN PREVIOUS LECTURES OF COURSE | THIS LECTURE KIND OF BRINGS THEM ALL TOGETHER | BECAUSE THEY *um* ALL FEED INTO THE MODERN THEME PARK ||

[discourseTheme A3] [A³ **TR m Taxonomic Report** *macro/ Classification*]

MUSEUMS REALLY BECAME POPULAR FROM THE 18TH CENTURY ||

[macroTheme A3A] [A³ **Description / Stage 1**] [A^{3A} **Factual Description** *core / Identification*]

um MANY OF THEM STARTED WITH ARISTOCRATS [6:00] AND THEY WERE COLLECTORS OF ARTS AND ANTIQUITIES | AND THEIR HOUSES BECAME DEFAC TO GALLERIES AND MUSEUMS ||

[hyperTheme A3A1] [A^{3A} **Description / Stage 1**]

***um* quite a lot of people who had big art collections in the 18th and 19th centuries regularly opened them up to either the local people or their friends to actually see** ||

[hyperTheme A3A2] [A^{3A} **Description / Stage 2**]

***um* much of their collecting was done of course on the grand tour** | we've talked about the grand tour before | one of the things people did on the grand tour was to build up a big collection of art which they could then furnish their houses with | later on so many art collections stemmed from this kind of background ||

[discourse/macroTheme A3B] [A³ **Description / Stage 2**] [A^{3B} **Factual Description** *macro/ Identification*]

WITH THE REVOLUTIONS OF THE 18TH AND 20TH CENTURIES OF COURSE *ah* MANY FORMER ROYAL PALACES BECAME MUSEUMS ||

[hyperTheme A3B1] [A^{3B} **Description / Stage 1**]

the two most famous ones I guess are Versailles in Paris | Versailles was very sad | because at the time of the French revolution the house was re- retained intact [7:00] | but most of the furniture and art work in it disappeared | and was sold off by the French state | *um* the modern French state has been trying to buy these back | and so whenever some of the original furniture from Versailles comes on the market in auctions | *um* the French government is in there bidding trying to get back the furnishings from the original palace ||

[hyperTheme A3B2] [A^{3B} **Description / Stage 2**]

the other famous example is the Hermitage the winter palace in St. Petersburg in Russia of course | and at the time of the revolution that was retained more or less intact | they've had to restore some of the rooms | but the art collection basically is still there | it was never sold off by the state | it was retained as a museum ||

[macroTheme A3B3] [A^{3B} **Description / Stage 3**] [A^{3B1} **Exposition** *core/ Thesis*]

[--] MANY OF THESE SITES ARE IN THE UNITED KINGDOM | *um* ONE REASON THERE IS THE TAXATION SYSTEM | IF YOU'VE GOT A LOT OF MONEY IN BRITAIN | AND YOU DIE AS IN MANY COUNTRIES A LOT OF THE MONEY THEN GOES TO THE STATE [8:00] | [-] SO THE QUESTION IS WHAT DO YOUR CHILDREN DO IF *um* BASICALLY THEY *um* INHERIT A VERY

LARGE HOUSE AND A VERY LARGE ART COLLECTION | AND THEY HAVE TO GIVE 30 OR 40% OF IT TO THE STATE ||

[hyperTheme A3B3A] [A^{3B1} Argument / Stage 1]

the answer is there are various deals they can make | one of them is to take a few very famous paintings | if they've got them which are worth millions and millions of dollars | and donate those to the national collections | if the national collections want them ||

[hyperTheme A3B3B] [A^{3B1} Argument / Stage 2]

the second thing they can do is make an arrangement with the government that they stay living in the house | but the ownership of the house actually passes to the state or one of the para state organizations that runs heritage | and in other words basically it becomes state property | and then the state can open it up as a museum for later generations | a lot of families do this | basically they stay living in the house one part of the house [9:00] | the rest of the house is open to the public as a kind of museum || [-]

[macroNew A3B3] [A^{3B1} Reiteration of Thesis]

SO THE TAXATION SYSTEM IS IN MANY CASES DRIVEN THESE FAMILIES WITH BIG HOUSES LOTS OF ARTWORK TO OPEN THEM UP AS MUSEUMS | AND ACTUALLY HAND THEM OVER TO THE STATE ||

[macroTheme A3B4] [A^{3B} Description / Stage 4] [A^{3B2} Factual Description *corel* Identification]

[-] IN THE 20TH CENTURY SOME OF THE LANDOWNERS HAVE ACTUALLY TURNED THEIR HOUSES INTO OTHER KINDS OF ATTRACTIONS AND INCLUDING SAFARI PARKS ||

[hyperTheme A3B4A] [A^{3B2} Description / Stage 1]

many of these houses have very large grounds | and somebody had the bright idea in the 1960s of turning one of these into a safari park | they put a big fence around it | and filled it with lions and elephants and things gorillas | it became very very popular [1a] | and a number of these houses actually have these zoo collections | *um* it's a bit like the safari park you know out here which some of you will have seen very very similar | you drive round in your car | and you look at lions tigers and elephants and things eating [10:00] or sleeping in the sunshine ||

[hyperTheme A3B4B] [A^{3B2} Description / Stage 2]

[-] **there's also some of them that have put up fantasy castles following the Disney model** | so that they've become kind of theme parks with castles witches wizards and *ah* right ||

[discourse/macroTheme A3C] [A³ Description / Stage 3] [A^{3C} Exposition *macrol* Thesis]

[-] SOME COLLECTORS LEFT THEIR ENTIRE COLLECTIONS TO THE NATION OR TO UNIVERSITIES OR LEARNED SOCIETIES IN SOME CASES | AND SO IN THE 19TH CENTURY AS IT ACQUIRED THIS KIND OF PROPERTY MANY OF THE GOVERNMENTS STARTED TO ESTABLISH NATIONAL MUSEUMS BASED ON ROYAL AND OTHER MAJOR COLLECTIONS | SOMETIMES THESE HAVE VERY STRANGE ORIGINS ||

[macroTheme A3C1] [A^{3C} Argument / Stage 1] [A^{3C1} Historical Recount *corel* Background]

UM HAVE ANY OF YOU BEEN TO THE MUSEUM OF WESTERN ART IN TOKYO | [---] WELL YOU SHOULD GO | ITS ONE OF THE BEST MUSEUMS IN JAPAN | BUT VERY UNEXPECTED IT HAS A WONDERFUL COLLECTION OF FRENCH SCULPTURE BY RODIN FROM THE LATE 19TH EARLY 20TH CENTURY | IT IS PROBABLY ONE OF THE BEST COLLECTIONS IN THE WORLD [11:00] ||

[hyperTheme A3C1A] [A^{3C1} Event / Stage 1]

now what happened was this was a rich Japanese business man who settled in Paris in the 19th century | and *um* he knew the artists | and he made sure he he had a big collection of their work | so every time Rodin produced a sculpture this guy went over and sort of bargained to actually buy a copy of it | so its a magnificent collection ||

[hyperTheme A3C1B] [A^{3C1} Event / Stage 2]

***um* when the Second World War came of course *um* France and Japan were on opposite sides** | and at the end of the war the French government seized the art collection on the grounds that it belonged to an enemy alien | and should therefore become part of the French national collection | because it was so good | eventually a deal was done with the Japanese | the French kept one or two of the best bits | the rest was handed over to the Japanese who then built a museum in Ueno [12:00] to house this magnificent collection | so you've got this very strange thing that in the middle of Ueno park is one of the great collections of French art in the world you know very very interesting kind of history | but as states you know acquired these kinds of things | *um* they *ah* of course started to establish national museums ||

[hyperTheme A3C1C] [A^{3C1} Event / Stage 3]

the Russians incidentally collected quite a lot of the the loot that the Germans seized during the war | and that actually ended up in Russian museum collections | a lot of it started off of course in Europe you know in Western Europe | and th-the Nazis stole it basically | and it ended up in Russia ||

[macroTheme A3C2] [A^{3C} Argument / Stage 2] [A^{3C2} Taxonomic Report *corel* Classification]

[--] THESE COLLECTIONS WERE OFTEN DIVIDED INTO OBJECTS FOR SCIENTIFIC STUDY AND OBJECTS FOR AESTHETIC APPRECIATION || *UM* THESE COLLECTORS IN THE 18TH AND 19TH CENTURIES COLLECTED ALL SORTS OF EXTRAORDINARY THINGS ||

[hyperTheme A3C2A] [A^{3C2} Description / Stage 1]

some of them were interested in plants and animals and butterflies and birds | and so *ah* collected enormous quantities [13:00] of these sort of dead animals which were stuffed | and then put on exhibition ||

[hyperTheme A3C3] [A^{3C} Argument / Stage 3]

others collected art works *um* either ancient art from Greece and Rome or modern art from the Italian renaissance | and built up big collections of that ||

[discourseTheme A3C4] [A^{3C} Argument / Stage 4] [A^{3C3} Descriptive Report *macrol* Classification]

UM THEY OFTEN COLLECTED FROM NON-EUROPEAN CULTURES AS WELL | AND THESE WERE OFTEN CLASSIFIED AS OBJECTS FOR SCIENTIFIC STUDY EXAMPLES OF UNQUOTE PRIMITIVE CULTURE ||

[discourse/macroTheme A3C4A] [A^{3C3} Description / Stage 1] [A^{3C3A} Descriptive Report *macrol* Classification]

ALMOST ANYTHING FROM OUTSIDE EUROPE WAS CLASSED AS PRIMITIVE ||

[hyperTheme A3C4A1] [A^{3C3A} Description / Stage 1]

[--] **this classification was based on theories of social evolution popular at the time** | so you had sort of a progression from what was seen as savage or primitive societies [blank section in video] which of course was Western societies | they had art | and primitive societies

didn't [1a] | the early Japanese visitors to Western museums were often very upset to find that Japanese art classified was primitive art [14:00] on the grounds that it was non-European [1a] | ah it was this kind of crazy classification that you found ||

[macroTheme A3C4A2] [A^{3C3A} Description / Stage 2] [A^{3C3A1} Descriptive Report *core*/ Classification]

UM SINCE THEN I HAVE TO SAY UM ETHNIC ART FROM ALL ROUND THE WORLD HAS BEEN INCREASINGLY SEEN AS ART AND CULTURE RATHER THAN SOME SORT OF PRIMITIVE CURIOSITY | AND THERE ARE NOW MAGNIFICENT GALLERIES ALL ROUND THE WORLD WITH ETHNIC ART ||

[hyperTheme A3C4A2A] [A^{3C3A1} Description / Stage 1]
if you ever go to Washington | one of the best galleries there is actually the gallery of Asian and African art | its an extraordinary place | its actually buried underground | and *um* its well worth a visit | some of the most beautiful African art I've seen anywhere actually ||

[discourse/macroTheme A3D] [A³ Description / Stage 4] [A^{3D} Descriptive Report *macro*/ Classification]

[--] BUT THERE WERE ALL KINDS OF POPULAR ENTERTAINMENT OF COURSE WHICH FLOURISHED IN CITIES AND CIRCUSES AND FAIRGROUNDS | UM ATTRACTIONS AT THESE EVENTS INCLUDED THE SO-CALLED FREAK SHOWS WHERE THEY WOULD EXHIBIT EXOTIC OBJECTS ANIMALS PEOPLE OF DIFFERENT RACES OR VERY UNFORTUNATELY PEOPLE WITH STRANGE PHYSICAL DEFORMITIES YOU KNOW [15:00] ||

[hyperTheme A3D1] [A^{3D} Description / Stage 1]
these people would turn up in circuses making a living showing off their rather strange characteristic ||

[macroTheme A3D2] [A^{3D} Description / Stage 2] [A^{3D1} Descriptive Report *core*/ Classification]

[-] UM PART OF THE ATTRACTION OF MUSEUMS AND FREAK SHOWS WAS THE EXOTIC OF COURSE THE MACABRE AND THE BIZARRE | AND SO EXHIBITS AT THE MAJOR MUSEUMS CAME TO INCLUDE VERY POPULAR EXHIBITS LIKE EGYPTIAN MUMMIES ||

[hyperTheme A3D2A] [A^{3D1} Description / Stage 1]
ah I don't know why the attraction of Egyptian mummies | but they're always one of the most popular items in Western museums | these sort of bodies all wrapped up ||

[hyperTheme A3D2B] [A^{3D1} Description / Stage 2]
um in Cairo itself where they've got the best collection of Egyptian mummies of course they don't actually show them anymore | because local Islamic clerics have argued that the exhibit of dead bodies is against the Koran | its un-Islamic | so you can't go and see the Egyptian mummies anymore | or at least you couldn't when I went there a few years back ||

[macroTheme A3D3] [A^{3D} Description / Stage 3] [A^{3D2} Personal Recount *core*/ Orientation]

UM SKELETONS WERE ALWAYS VERY POPULAR OF COURSE | KIDS LOVE SKELETONS AND PRIMITIVE OBJECTS SUCH AS SHRUNKEN HEADS FROM POLYNESIA [16:00] ||

[hyperTheme A3D3A] [A^{3D2} Event / Stage 1]

I remember when I went to the Bristol museum as a kid you know | I I used to look at these strange things these tiny little heads you know | they were real heads you know sitting in in the glass cases very macabre | *ah* I used to get bad dreams about shrunken heads | but anyway these kinds of objects were always very popular in museum's collections ||

[discourseTheme A4] [A⁴ **Historical Recount** *macro/ Orientation*]

[--] *UM* AS THE 19TH CENTURY ADVANCED OF COURSE COMMUNICATIONS IMPROVED WITH THE RAILWAYS AND THE STEAM SHIPS | AND THE COLONIAL EMPIRES EXPANDED | AND *ah* THE BIG EUROPEAN POWERS STARTED TO HOLD EXHIBITIONS WHICH INCLUDED A LOT OF CULTURE AND A LOT OF PEOPLE VERY OFTEN FROM THEIR COLONIAL *UM* POSSESSIONS WHICH WERE BROUGHT BACK TO THE METROPOLIS TO SHOW OFF THE COLONIAL *UM* POWER OF THESE INDIVIDUAL COUNTRIES ||

[macroTheme A4A] [A^{4A} **Event / Stage 1** [A^{4A} **Exposition core/ Thesis**]

THE FIRST MAJOR EXHIBITION OF COURSE WHICH I MENTIONED BEFORE WAS ACTUALLY HELD IN 1851 IN LONDON | AND THAT BECAME THE MODEL [17:00] FOR A WHOLE SERIES OF INTERNATIONAL EXHIBITIONS WHICH IS STILL GOING ON | [-] *UM* THEY ARE NOT SO POPULAR NOW ||

[hyperTheme A4A1] [A^{4A} **Argument / Stage 1**]

if you ask anyone where the last one was *um* many many people will not be able to tell you | it was actually in Aichi | for two reasons nobody has ever heard of Aichi outside Japan | nobody notices Nagoya for instance ||

[hyperTheme A4A2] [A^{4A} **Argument / Stage 2**]

and secondly of course these aren't as big now as the big sporting events like the Olympics or the world cup which are probably the biggest mega events ||

[discourseTheme A4B] [A⁴ **Event / Stage 2** [A^{4B} **Factorial Explanation** *macro/ Outcome*]

UM BUT THE INTERNATIONAL EXHIBITIONS USED TO BE VERY VERY POPULAR *UM* BOTH AS TOURIST ATTRACTIONS AND AS DEMONSTRATIONS OF NATIONAL CULTURE | [-] AND THE ONES HELD IN THE 19TH CENTURY BECAME QUITE FAMOUS ||

[macroTheme A4B1] [A^{4B} **Factor / Stage 1** [A^{4B1} **Exposition core / Thesis**]

UM THE ONE IN LONDON WAS ACTUALLY ORGANIZED BY THE HUSBAND OF THE QUEEN | SO IT WAS AN EVENT OF QUITE EXTRAORDINARY NATIONAL SIGNIFICANCE [18:00] ||

[hyperTheme A4B1A] [A^{4B1} **Argument / Stage 1**]

it was a celebration of British industry of course | this was the height of the *um* industrial revolution and the British empire | a lot of the artifacts came in from places like India | during the period Britain had the largest economy and the largest colonial empire | so this was a a huge event which then became a model to other cities ||

[hyperTheme A4B1B] [A^{4B1} **Argument / Stage 2**]

[-] **it brought together the latest innovations from industry** | and also prizes were given for the best products ||

[hyperTheme A4B1C] [A^{4B1} **Argument / Stage 3**]

and it also included exhibits from the colonies | *um* they not only brought in culture and artifacts from the colonies | but they brought in people as well to perform local music and local dancing and so on | *um* to the *um* British audience and *um* these visits by sort of visiting people troops of dancers singers drummers musicians from the colonies became very popular attractions in these kinds of events [19:00] ||

[discourseTheme A4B2] [A^{4B} Factor / Stage 2] [A^{4B2} Descriptive Report *macro/ Classification*]

[-] THE PERIOD WAS ONE OF INTENSE NATIONALISM OF COURSE | AND *UM* BIG CITIES WERE COMPETING WITH EACH OTHER TO PUT ON THESE KINDS OF EVENTS | AND THE GREAT EXHIBITION MODEL WAS SOON ADOPTED BY OTHER CITIES IN OTHER COUNTRIES TO SELL THEMSELVES | AND IMPROVE THEIR IMAGES ||

[macroTheme A4B2A] [A^{4B2} Description / Stage 1] [A^{4B2A} Descriptive Report *core/ Classification*]

UM ONE FEATURE THAT BECAME F- FAIRLY REGULAR IN THESE EVENTS WAS THE IDEA OF THE NATIONAL PAVILION WHERE COUNTRIES COULD SIMPLY TAKE OVER A PIECE OF SPACE | BUILD A LARGE PAVILION WHICH IN SOME CASES WERE VERY ELABORATE ARCHITECTURAL BUILDINGS | AND *UM* THEN EXHIBIT THEIR CULTURES THEIR ART ||

[hyperTheme A4B2A1] [A^{4B2A} Description / Stage 1]

this was the pattern in Aichi incidentally for those of you that didn't go there | *um* very common pattern each country had a little pavilion | *um* some of the smaller countries in Africa actually clubbed together | and had one very large pavilion which worked very well | *um* other countries had *um* large pavilions | *um* the more popular pavilions [20:00] were actually very difficult to get into with queues for several hours you know to get into these *um* exhibitions particularly the hi-tech ones [-] ||

[hyperTheme A4B2A2] [A^{4B2A} Description / Stage 2]

but this is a pattern which is carried on over the years | *um* [--] often these buildings resembled villages or houses or large public buildings from the countries concerned | so *um* these provided space in which indigenous crafts music and dancing could be demonstrated ||

[macroTheme A4C] [A⁴ Event / Stage 3] [A^{4C} Historical Recount *core/ Background*]

JAPAN STARTED TO PARTICIPATE VERY SOON AFTER THESE INTERNATIONAL EXHIBITIONS STARTED ||

[hyperTheme A4C1] [A^{4C} Event / Stage 1]

***um* there was one in Vienna for instance in 1873 which was quite famous** | because the Japanese sent a delegation to find out everything they could about Western Science and technology | and it is said that they came back with 96 volumes of information on what was going on in the West which was then put to good use of course [21:00] getting Japanese industry off the ground ||

[hyperTheme A4C2] [A^{4C} Event / Stage 2]

the first Japanese industrial exhibition itself took place *um* just soon after that in 1877 | and *um* the Japanese participated in other exhibitions in other parts of the world with reproductions of famous Japanese buildings for example kinkakuji the golden temple in Kyoto which is very near Ritsumeikan | nice thing about kinkakuji and ginkakuji the silver temple is that they are actually very small | you can actually produce a replica of these in a reasonable space | these kinds of buildings were then exhibited internationally | and became very well-known ||

[macroTheme A4D] [A⁴ Event / Stage 4] [A^{4D} Descriptive Report *core/ Classification*]

[-] *UM* INDONESIAN ARTS AND PERFORMANCES WERE VERY COMMON AS WELL | AND PARTICULARLY IN EXHIBITIONS HELD IN PLACES LIKE AMSTERDAM AS IT WAS A DUTCH COLONY ||

[hyperTheme A4D1] [A^{4D} Description / Stage 1]

and *um* gamelan music and Balinese dancing were especially popular thanks of course to Walter Spies and his colleagues [22:00] that we talked about in the 1920s | the people who organized Balinese musicians and dancers to go abroad ||

[hyperTheme A4E] [A⁴ Event / Stage 5]

um [-] basically though a a lot of these exhibitions concentrated on the more aboriginal and exotic peoples from many countries around the world | and implicitly comparing them with the modern world as sort of exotic or unquote primitive | these kinds of cultural villages and cultural exhibitions have really gone out of fashion in international exhibitions now | though the Aichi one one of the most popular items was was the Chinese pavilion | there was very little in it surprisingly but what was nice was they got in some very pretty ladies that played music about once an hour or so you know on Chinese instruments which was very pleasant an event | and people crowded in to hear these girls playing away ||

[macroTheme A4F] [A⁴ Event / Stage ?] [A^{4E} Descriptive Report core/ Classification]

[--] *UM* HOWEVER A NUMBER OF MUSEUMS AND PARKS ACTUALLY OFFERED SIMILAR ATTRACTIONS [23:00] ON A REGULAR BASIS AS MUSEUMS | AND SO YOU'VE GOT AN OVERLAP HERE BETWEEN *AH* MUSEUMS ON ONE HAND AND THE KINDS OF THINGS THAT WERE SHOWN IN THEME PARKS IN THE 19TH AND EARLY 20TH CENTURIES ||

[hyperTheme A4F1] [A^{4E} Description / Stage 1]

to give some Asian examples you've got Little World and Minpaku in Japan and Mini Taman Indonesia park in Jakarta in Indonesia ||

[macroTheme A5] [A⁵ Descriptive Report core/ Classification]

UM A NUMBER OF THE MODERN THEME PARKS ACTUALLY CAME FROM THE TRADITIONAL SEASIDE RESORTS AND FUNFAIRS | AND THESE INCLUDED THE IDEA OF THE HOLIDAY CAMP OF COURSE WITH ALL THE ENTERTAINMENT FOR THE WHOLE FAMILY | AND FUNFAIRS AND AMUSEMENT PARKS WITH RIDES AS THE MAIN ATTRACTION ||

[hyperTheme A5A] [A⁵ Description / Stage 1]

part of Disney's reason for selling for setting up *um* [-] Disneyland in California in the 1950s was actually to provide a kind of wholesome family safe clean entertainment | *um* some of the older amusement parks in America had a bad reputation [24:00] for places of gambling drunkenness violence you know | and *ah ah* California was to be a much more carefully controlled environment where the whole family could enjoy themselves and nothing could really go wrong ||

[hyperTheme A5B] [A⁵ Description / Stage 2]

[--] **the other great idea that Disney had was to use the film characters as the themes around which to organize and sell his new park** | *um* other film studios have joined in | MGM is now owned by Disney I think | and Universal of course *ah* now form the basis of theme parks in the United States and Japan | and the idea here is you can actually see the background to the popular films | you can see how they were made you know | people actually on stage going through the motions of making films | even if they are not actually making them | and *um* this is popular in both the US and now of course Universal Studios in Japan ||

[discourseTheme A6] [A⁶ Exposition macro / Thesis]

[--] THEME PARKS SUCH AS DISNEYLAND CAN ACTUALLY BE ARRANGED ON A CONTINUUM [25:00] FROM *AH* THOSE OFFERING MAINLY FANTASY TO THOSE OFFERING EDUCATION | AND DISNEY OF COURSE OFFERS QUITE A BIT OF EDUCATION IN THEIR THEME PARKS IN AMERICA AND ELSEWHERE ||

[discourse/macroTheme A6A] [A⁶ Argument/ Stage 1] [A^{6A} Exposition core / Thesis]

[--] *UM* HENDRY MAKES THE POINT THAT EVEN THOUGH THE THE JAPANESE PARKS OFFER A LOT OF EDUCATIONAL CONTENT THEY ARE STILL REGARDED VERY MUCH AS LEISURE ACTIVITIES *UM* BY THEIR CUSTOMERS | SO THE DIVISION BETWEEN WHAT'S REGARDED AS EDUCATION AND WHAT'S THERE FOR LEISURE IS ACTUALLY DIFFERENT IN DIFFERENT CULTURES ||

[hyperTheme A6A1] [A^{6A} Argument / Stage 1]

in Japan of course education traditionally implies formal education in the school or university system | this is gradually changing | the idea of lifelong education is very popular now in today's Japan | *um* and this is close to the Western idea of *um* education as providing knowledge to anyone in any setting and of any age [26:00] ||

[macroTheme A6B] [A⁶ Argument / Stage 2] [A^{6B} Exposition core / Thesis]

HOWEVER EVEN IN JAPAN *UM* SOME MUSEUMS *AH* WHICH ARE AIMED MAINLY AT THE LEISURE MARKET HAVE SCHOLARLY CREDIBILITY | THIS IS ONE INTERESTING THING ABOUT JAPANESE MUSEUMS TO ME | EVEN QUITE PROVINCIAL MUSEUMS HAVE VERY LARGE RESEARCH STAFFS | AND DO SERIOUS RESEARCH IN ADDITION TO PROVIDING SOME SORT OF ACTIVITY WHICH THE PUBLIC CAN ENJOY ||

[hyperTheme A6B1] [A^{6B} Argument / Stage 1]

***um* for instance take one example down here Umitamago | you know the the marine park down between Beppu and Oita** | *um* this has a quite good collection of animals you know | but it also has got a research staff doing serious research into marine resources and marine biology and these kinds of things | in addition to providing some family entertainment through cute seals that toss balls in the air | and *um* cute little sea otters that *um* play water polo [1a] | it has furry animals | it has some beautiful fish some extraordinarily beautiful exhibits of jellyfish for instance very unexpected [27:00] | *um* but in addition its got a serious scientific purpose there ||

[hyperTheme A6B2] [A^{6B} Argument / Stage 2]

[-] *um* the buildings and other exhibits though in many of these museums in Japan are actually laid out with great attention to detail often by local craftsman from the regions from which these buildings actually originated | Umitamago is of course marine ||

[discourse/macroTheme A6C] [A⁶ Argument / Stage 3] [A^{6C} Descriptive Report *macrol* Classification]

BUT *UMAH* WHAT WE'VE GOT THOUGH IS OTHER MUSEUMS WHICH SHOW CULTURAL OBJECTS | AND VERY OFTEN THESE ARE AUTHENTIC TO THE EXTENT THAT THEY ARE ACTUALLY BUILT BY CRAFTSMAN FROM THE ORIGINAL COUNTRIES | [-] RIGHT *UM* THESE OFTEN ORIGINATE FROM *AH* VARIOUS EXPOSITIONS | THEY'RE SORT OF LEFTOVERS ||

[hyperTheme A6C1] [A^{6C} Description / Stage 1]

a good example being the Osaka exhibition in 1970 | *um* [-] this was one of the major world fairs in the post-war period | and *um* it resulted in quite considerable urban transformation | *um* if you go to Osaka [28:00] | there's a whole city outside called Suita which is built around this exhibition site | and *um* basically there's a museum complex still there which dates back to the 1970 expo ||

[hyperTheme A6C2] [A^{6C} Description / Stage 2]

there's Expoland which is a funfair which is still quite a popular attraction which also dates back to the expo ||

[macroTheme A6C3] [A^{6C} Description / Stage 3] [A^{6C1} Factual Description *corel* Identification]

AND AT THE CENTER OF THE SITE IS THE NATIONAL MUSEUM OF ETHNOLOGY WHICH IS THE MINZOKUGAKU HAKUBUTSUKAN USUALLY KNOWN AS MINPAKU IN JAPANESE ||

[hyperTheme A6C3A] [A^{6C1} Description / Stage 1]

***um* one of the features of Minpaku is that it allows a certain amount of interaction between the visitors and the exhibits** | *um* you can actually use a lot of

the exhibits you know | they are sort of lying around encouraging you to use them | *um* many of them are actually quite recently made | they've been made by craftsmen for the museum *um* basically *ah* from the regions concerned | *um* some are original cultural artifacts | there's a magnificent collection of West African sculpture again for instance | but *um* many are actually copies or reconstructions [29:00] made by contemporary craftsmen from the regions concerned | *um* Minpaku's actually the major center of anthropological research in Japan | its a very serious research institution indeed ||

[hyperTheme A6C3B] [A^{6C1} Description / Stage 2]

they've got about 60 professors on the staff | its a wonderful job | because you don't have to do any teaching | all you have to do is think beautiful thoughts | and write books | *um* they've got a publishing house where you can publish your beautiful books | when you've thought them | so basically their main aim is to do research | organize conferences seminars and of course museum exhibitions ||

[hyperTheme A6C3C] [A^{6C1} Description / Stage 3]

there's a post-graduate research school | *um* if any of you want to do masters and doctorates in Japan | Minpaku is a wonderful place to study | because its also got the best library in Japan | its a wonderful library | its very underused | and *um* I've spent many happy hours there writing books on Africa | while I was living in the Osaka and Kyoto area [30:00] ||

[macroTheme A6C4] [A^{6C2} Description / Stage 4] [A^{6C2} Factual Description *core/* Identification]

[-] LITTLEWORLD AT NAGOYA WAS BUILT AT JUST ABOUT THE SAME TIME IN THE 1970S | *UM* BUT THAT'S SLIGHTLY DIFFERENT ||

[hyperTheme A6C4A] [A^{6C2} Description / Stage 1]

they've got a railway company | and this is one of the features of many of these exhibits in Japan | they're actually part of big industrial conglomerates owned by *um* other people | as we will see in a minute | Disneyland in Japan is actually partly owned by a railway company as well | [-] a team of anthropologists put together a collection of 50 buildings for Littleworld either originals or reconstructions | and these are on show *ah* with occasional cultural shows of course by people from the various countries represented in the exhibits ||

[hyperTheme A6C4B] [A^{6C2} Description / Stage 2]

[-] **Minpaku's clearly a museum** | Littleworld is much more like a theme park | because its got people actually doing things | *um* though there are similarities between the two | Littleworld calls itself an open air museum | but its one of a very large number of sites [31:00] in Japan in which you find old historical or exotic cultures being performed either by actors or by people from the areas concerned ||

[discourse/macroTheme A7] [A⁷ Descriptive Report *macro* / Classification]

[---] *UM* JAPAN'S PROBABLY GOT THE LARGEST NUMBER OF LEISURE PARKS IN THE E- EAST ASIA REGION | *UM* THERE'S A BRITISH SCHOLAR JOY HENDRY WHOSE WRITTEN A LOT OF STUFF ABOUT THIS | AND *UM* SHE WAS ABLE TO COUNT SOMETHING LIKE 250 OF THEM BY THE 1990S ||

[hyperTheme A7A] [A⁷ Description / Stage 1]

***um* visitors numbered over 60 million** | *um* sales reached 400 billion yen | can't remember how that much that is in dollars | I think its probably around 4 billion dollars almost exactly now ||

[macroTheme A7B] [A⁷ Description / Stage 2] [A^{7A} Exposition *core/* Thesis]

UM AND THE EARLY INVESTORS IN THE PARKS WERE RAILWAY COMPANIES WANTING TO GENERATE PASSENGERS FOR THEIR LINES | THIS IS AN INTERESTING IDEA | JAPANESE RAILWAY LINES HAVE

ALWAYS HAD THE PROBLEM OF WHAT TO DO TO GET CUSTOMERS | AND THE CLASSIC CASE OF COURSE [WRITES ON THE BOARD] WAS THAT OF SEIBU WHICH I THINK I'VE MENTIONED ALREADY [32:00] ||

[hyperTheme A7B1] [A^{7A} Argument / Stage 1]

um Seibu's idea was basically you take a department store at one end [writes on the board] | and you put the baseball stadium at the other | and so you've got the *um* line starting in Ikebukuro in Tokyo and with a department store [1a] | and then at the other end of course you've got the baseball stadium | and all the way along the line are housing estates built by Seibu which of course creates people using the stations in between ||

[macroNew A7B] [A^{7A} Reiteration of Thesis]

SO ITS A VERY INTERESTING OPERATION SEIBU | BECAUSE YOU KNOW ITS ALL PRETTY MUCH APPLYING THIS KIND OF SYNERGY | AND SOME OF THE PARKS LIKE THIS AROUND THE WORLD WERE BUILT BASICALLY AS TOURIST ATTRACTIONS AT THE OTHER END OF THE RAILWAY LINE | BASICALLY TO GET PEOPLE USING THE RAILWAY LINE ||

[discourse/macroTheme A7C] [A⁷ Description / Stage 3] [A^{7B} Factorial Explanation *macro/ Outcome*]

[--] THE OIL SHOCKS OF THE 1970S SLOWED DOWN THE JAPANESE ECONOMY A BIT | BUT BASICALLY AFTER THAT LEISURE INDUSTRIES WERE SEEN AS A WAY OF BOOSTING THE ECONOMY OF THE REGIONS [33:00] WHICH WERE IN INDUSTRIAL ECONOMIC DECLINE ||

[hyperTheme A7C1] [A^{7B} Factor / Stage 1]

um the government also promoted leisure industries and more leisure time to counter Japan's image as a workaholic society | *um* there's a tremendous amount of emphasis in Japanese government policy in the 1970s and 1980s getting people to enjoy themselves more | building up leisure facilities you know which can act as venues for urban revitalization ||

[macroTheme A7C2] [A^{7B} Factor / Stage 2] [A^{7B1} Exposition *core/ Thesis*]

[--] I THINK PART OF THE REASON ACTUALLY WAS THE ENVIRONMENT YEAH ||

[hyperTheme A7C2A] [A^{7B1} Argument / Stage 1]

in the 1950s and 1960s Japan grew very very fast | but the environment suffered | by the 1970s Japan was really really filthy | and the air was polluted | the water was polluted | the sea was polluted | a lot of the vegetation had been killed off | it was really in a very bad state indeed ||

[hyperTheme A7C2B] [A^{7B1} Argument / Stage 2]

and then the government kind of switched policies | and [34:00] put a lot more money into developing the infrastructure | what became known as the leisure state | a lot of the dirtier industries were then exported to other parts of Asia of course *um* leaving basically Japan | *um* much cleaner than it had been *um* in the 1950s and 1960s | and its become cleaner and cleaner ever since ||

[macroNew A7C2] [A^{7B1} Reiteration of Thesis]

[-] SO ONE WAY OF CLEANING UP THE HORIZON CLEANING UP THE ENVIRONMENT OF COURSE WAS TO PUT IN LEISURE FACILITIES *UM* WHICH BASICALLY WOULD *UM* CREATE MORE GREEN SPACE | AND *UM* SPACE FOR PEOPLE TO ENJOY THEMSELVES ||

[macroTheme A7C3] [A^{7B} Factor / Stage 3] [A^{7B2} Historical Recount *core/ Background*]

[---] DURING THE BUBBLE ECONOMY IN THE 1980S THERE WAS A RESORT LAW PASSED GIVING TAX RELIEF TO DEVELOPMENTS IN REGIONS SUFFERING FROM ECONOMIC RECESSION | AND SO IT WAS ACTUALLY WORTH THEIR WHILE FOR LOCAL COMPANIES AND

LOCAL GOVERNMENTS TO ACTUALLY PUT MONEY INTO LEISURE FACILITIES | BECAUSE THEY COULD ACTUALLY SAVE TAX MONEY IN THE PROCESS [35:00] ||

[hyperTheme A7C3A] [A^{7B2} Event / Stage 1]
this boom collapsed really with the end of the bubble economy in the early 1990s | and probably not that much investment has been made since | most of the investments being made in the early years of the 2000s were ideas which had been around | plans which had been on the drawing board since the early 1990s you know ||

[hyperTheme A7C3B] [A^{7B2} Event / Stage 2]
if you look at Beppu for instance its quite interesting | there hasn't been much investment in the tourist industry since the 1970s here | most of the hotels most of the attractions date back really to the 1970s | and not much has been done since then | [-] its in need of a makeover in fact ||

[discourse/macroTheme A7D] [A⁷ Description / Stage 4] [A^{7C} Taxonomic Report *macrol* Classification]

[--] THE THEMES IN THE JAPANESE LEISURE PARKS AND *UM* THEME PARKS THOUGH TENDED TO BE *UM* FOLLOWING WELL ESTABLISHED PATTERNS ||

[hyperTheme A7D1] [A^{7C} Description / Stage 1]
***um* you've got single country themes like Huis Ten Bosch which is a Dutch theme of course** ||

[hyperTheme A7D2] [A^{7C} Description / Stage 2]
***um* you've got these local country themes combined with themes familiar from childrens' literature *um* Grimms tales Heidi Anne of Green Gables from Canada of course** | there's a whole theme park based on her and *um* the little mermaid *ah* the Hans Christian Anderson story from Denmark ||

[hyperTheme A7D3] [A^{7C} Description / Stage 3]
you've also got theme parks based on Japanese history of course ||

[macroTheme A7D4] [A^{7C} Description / Stage 4] [A^{7C1} Exposition *corel* Thesis]
THINGS LIKE MEIJI MURA WHICH HAS A YOU KNOW SORT OF MEIJI PERIOD THEME AND EDO MURA | I'VE BEEN TO EDO MURA | IT ITS A STRANGE PLACE ||

[hyperTheme A7D4A] [A^{7C1} Argument / Stage 1]
it has actors wandering around in costume you know Edo period costume ||

[hyperTheme A7D4B] [A^{7C1} Argument / Stage 2]
they've got Kabuki plays ||

[hyperTheme A7D4C] [A^{7C1} Argument / Stage 3]
***um* if you're interested you can go** | and see a prison with prisoners being tortured to extract information | I think there's an execution scene now | and I don't think my children wanted to see that actually | so I'm not sure I remember seeing that [la] ||

[hyperTheme A7D4D] [A^{7C1} Argument / Stage 4]
***um* but basically you can go** | and see Kabuki plays as well you know | or you can go | and see temple rituals [37:00] | all this is going on you know providing a nice kind of attraction ||

[hyperTheme A7D4E] [A^{7C1} Argument / Stage 5]

again Edo mura's at the end of a railway line | one of the railway lines going North out of Tokyo ends with a complex of theme parks | I think it's the Tobu line actually | and as a result you know people using the attractions would use the railways ||

[discourse/macroTheme A7E] [A⁷ Description / Stage 5] [A^{7D} Factual Description macro / Identification]

[--] HUIS TEN BOSCH IS PROBABLY THE BIGGEST OF ALL OF THEM | IT NEARLY WENT BUST A FEW YEARS AGO | BUT WAS RESUSCITATED | AND IS STILL OPERATING ||

[hyperTheme A7E1] [A^{7D} Description / Stage 1]
um in terms of space its actually much bigger than Tokyo Disneyland of course | its in Kyushu where land is much cheaper ||

[hyperTheme A7E2] [A^{7D} Description / Stage 2]
and the aim behind the scheme was an interesting one | it wasn't only the creation of a resort | it was actually creation of a garden city of 3 hun- 30000 residents | the idea was to create modern housing looking like the Netherlands ||

[hyperTheme A7E3] [A^{7D} Description / Stage 3]
so behind the façade you know these buildings are actually very modern very high tech very eco friendly | and the idea was to create a sort of model environmentally friendly community [38:00] as well as a a tourist attraction | facilities of course include shops restaurants museums a police station and even a branch campus of Leiden university [1a] with students | I don't know whether they still come | but they used to come to learn Japanese | but also to act the part of Dutch citizens you know in the market square doing Dutch things ||

[macroTheme A7E4] [A^{7D} Description / Stage 4] [A^{7D1} Factual Description core / Identification]
EVEN THE BUILDINGS VERY UNUSUALLY FOR JAPAN *um* WERE ACTUALLY BUILT OF BRICK AND STONE RATHER THAN MORE CONVENTIONAL WOOD | AS THIS MADE THEM LOOK MUCH MORE LIKE THE NETHERLANDS ||

[hyperTheme A7E4A] [A^{7D1} Description / Stage 1]
***um* there's a re- replica of a royal palace *um* Dutch East India company a very expensive hotel apparently six kilometers of canals [1a] filled with desalinized *um* sea water you know | and no expense has been spared to create the Dutch experience there ||**

[hyperTheme A7E4B] [A^{7D1} Description / Stage 2]
and so you get students and also local Japanese dressing up in Dutch clothes participating in local Dutch festivals featuring [39:00] lots of beer and cheese | but basically | its one of the most popular sites in Japan 4 million visitors a year apparently ||

[macroTheme A7F] [A⁷ Description / Stage ?] [A^{7E} Exposition core / Thesis]
[--] WELL HOW FAR WILL RESORTS BE THE PATTERN OF THE FUTURE IN *ah* IN IN IN JAPAN | *um* WORK PRACTICES HAVE SLOWED DOWN SINCE THE 1990S | RESORT DEVELOPMENT GEARED TO INDIVIDUAL TRAVEL AND LONGER HOLIDAYS MAY ALSO BE AFFECTED | IT'LL BE VERY INTERESTING TO SEE WHAT THE NEW ECONOMIC CRISIS ACTUALLY DOES TO TOURISM ||

[hyperTheme A7F1] [A^{7E} Argument / Stage 1]
I suspect tourism is going to slow down in the next few months possibly years | not so many people will travel | people are going to be short of money ||

[hyperTheme A7F2] [A^{7E} Argument / Stage 2]

um you know many of these big attractions could well go bust | simply because *um* they won't have the tourists coming | in Japan so far has been less affected by the credit crunch than other countries | but you've probably seen the value of the yen has gone up and up and up [40:00] and up | its now the strongest currency in the world | its good for people like me who earn yen | and send it abroad | I'm very happy | but of course Japanese companies who have to sell Toyota cars and some *um* and *ah* are Sanyo washing machines abroad aren't so happy ||

[hyperTheme A7F3] [A^{7E} Argument / Stage 3]

it could well be that there will be a major recession in Japan | if the yen stays very high | and then of course that's going to affect the tourism side | because people just won't have the money to go there ||

[discourseTheme A8] [A⁸ Taxonomic Report *macro* / Identification]

[--] THE JAPANESE PARKS EVEN THOUGH THEY ARE THE MOST NUMEROUS AREN'T THE ONLY ONES IN ASIA | AND THERE'S A THRIVING INDUSTRY OF CULTURAL THEME PARKS IN OTHER COUNTRIES AS WELL INCLUDING CHINA KOREA OF COURSE INDONESIA MALAYSIA AND THAILAND AND SO ON ||

[discourseTheme A8A] [A⁸ Description / Stage 1] [A^{8A} Exposition *macro* / Thesis]

UM ONE OF THE MOST INTERESTING BECAUSE IT WAS PART OF A NATION BUILDING PROJECT IS THE ONE IN JAKARTA TAMAN MINI INDONESIA ||

[macroTheme A8A1] [A^{8A} Argument / Stage 1] [A^{8A1} Factual Description *core* / Identification]

UM THE IDEA HERE WAS TO CREATE A PARK WHICH WOULD REFLECT THE DIVERSITY OF THE PROVINCES [41:00] OF *UM* INDONESIA | AND IT WAS LAID OUT WITH A SERIES OF PAVILIONS EACH ONE ACTUALLY *UM* EXHIBITED THE WORK THE MUSIC THE CULTURE THE FOOD OF *AH* A DIFFERENT PROVINCE IN INDONESIA | *UM* I'VE SEEN PICTURES OF THIS | I HAVEN'T ACTUALLY BEEN THERE | ONE OF MY COLLEAGUES SY HAS BEEN THERE QUITE A LOT ||

[hyperTheme A8A1A] [A^{8A1} Description / Stage 1]

according to him there's a cable car | and you can float over the whole site in a cable car | and the whole thing is laid out in the form of a big map below | you its actually a map of Indonesia with you know the pavilions sort of dotted around the landscape on the appropriate island or bit of island you know where the actual cultures appeared ||

[discourseTheme A8A2] [A^{8A} Argument / Stage 2] [A^{8A2} Factorial Explanation *macro* / Outcome]

[--] IT WAS PART OF THE IDEA TO PUT OF FOSTERING NATIONAL UNITY | AND ONE PROBLEM FOR INDONESIA IS ACTUALLY THAT ITS SUCH A HUGE COUNTRY WITH SO MANY DIFFERENT CULTURES | AND SO MANY DIFFERENT LANGUAGES ||

[hyperTheme A8A2A] [A^{8A2} Factor / Stage 1]

and so what the [42:00] government is trying to do over the years is to suggest firstly that everyone should speak Bahasa Indonesia as the standard national language | even though it isn't really the biggest language in Indonesia | Javanese is obviously | but nevertheless Bahasa has become the unifying factor linguistically ||

[macroTheme A8A2B] [A^{8A2} Factor / Stage 2] [A^{8A2A} Taxonomic Report *core* / Identification]

UM AND PARKS LIKE THIS WERE AN ATTEMPT TO FOSTER CULTURAL UNITY BY SHOWING YOU KNOW THAT EVEN THOUGH THESE CULTURES ARE DIFFERENT FROM EACH OTHER | THEY'RE ALL PART OF THE NATIONAL CULTURE OF

INDONESIA | SO IF YOU ARE ACTUALLY I- ITS ACTUALLY IN THE INDONESIAN CONSTITUTION WHAT IS THE NATIONAL CULTURE OF INDONESIA | WELL THE NATIONAL CULTURE OF INDONESIA IS THE BEST BITS OF THE LOCAL CULTURE OF INDONESIA [LA] OKAY | AND WHAT ARE THE BEST BITS | WELL THERE WERE THERE ACTUALLY THERE'S A LIST OF THEM AN OFFICIAL LIST OF THEM ||

[hyperTheme A8A2B1] [A^{8A2A} Description / Stage 1]
Bali is one Hindu festivals there ||

[hyperTheme A8A2B2] [A^{8A2A} Description / Stage 2]
and there's various other sort of festivals Toraja funerals [43:00] from Sulawesi all kinds of things you know as part of the national tourism program | so the idea was to represent the culture of the entire country and the the pinnacles of Indonesian culture ||

[hyperTheme A8A2B3] [A^{8A2A} Description / Stage ?]
[-] *um yeah* [la] **it was said that Mrs. Soekarno got the idea** | when she went to Disneyland in California | and began to dream of you know an Indonesian Disneyland basically which would represent all the national cultures ||

[macroNew A8A] [A^{8A} Reiteration]
[---] **SO YOU'VE GOT THIS HUGE PARK MODELED LIKE A MAP OF INDONESIA WITH ARTIFICIAL ISLANDS WHICH CAN BE VIEWED BY CABLE CAR | [-] AND OF COURSE THERE'S PEOPLE FROM EACH AREA AS USUAL ACTING AS GUIDES | AND DEMONSTRATING THE LOCAL CULTURE WHERE THEY COME FROM ||**

[macroTheme A8B] [A⁸ Description / Stage 2] [A^{8B} Taxonomic Report core/ Identification]
UM THE OTHER MOST AMBITIOUS PROJECT IN THE REGION IS PROBABLY A WHOLE SERIES OF THEME PARKS NEAR SHENZHEN NEAR HONG KONG | UM THE IDEA WAS TO PROVIDE A TOURIST ATTRACTION WHICH THE PEOPLE FROM HONG KONG MIGHT ALSO USE [44:00] | BUT AT THE SAME TIME TO REPRESENT THE NEW RESURGENT CHINESE CULTURE | AND SO YOU'VE GOT YOU KNOW SORT OF FAIRLY PREDICTABLE CLUSTER OF ATTRACTIONS THERE ||

[hyperTheme A8B1] [A^{8B} Description / Stage 1]
Splendid China of course looks at China as a whole with reproductions of the great Chinese monuments ||

[hyperTheme A8B2] [A^{8B} Description / Stage 2]
[-] **Chinese folk cultural villages** *ah* **represent the Chinese minorities** | one feature of China of course is that its got 55 officially recognized minorities | all these tend to be represented in the theme parks | some of these minorities are very very small | but *um* nevertheless they do represent the cultural diversity | and many of these minorities have thriving artistic song and dance traditions which I've mentioned in previous lectures which actually *um* form the basis of quite successful local tourist industries in the areas where these *um* indigenous groups actually live ||

[hyperTheme A8B3] [A^{8B} Description / Stage 3]
[--] **but then of course you want to open it up to world culture as well [45:00] | and so you've got Window of the World with scale reproductions of major monuments from throughout the world** | I think the original park that did this was actually World Square *um* North of Tokyo where again you've got *ah ah ah ah um ah ah* a site a theme park which brings together mini versions of most of many of the great monuments from around the world | so there's a sort of quarter

size Egyptian pyramid you see [la] quarter size palaces a mini Eiffel tower and various other things like this | this is very similar to the to Las Vegas where again you find a full scale grand canal and a half size Eiffel tower decorating some of the bigger hotels there | so you're beginning to get an overlap you know between the sort of Las Vegas hotel kind of style thing and the theme parks basically which are drawing on these international and global themes you know as forms of decoration [46:00] ||

[Topic Phase B: Preview]

[---] *um* OKAY WELL THE LARGEST INFLUENCE ON THEME PARKS HAS OBVIOUSLY COME FROM DISNEY CORPORATION [COUGHS] ||

[discourse/macroTheme B1] [B¹ Historical Recount *macro* / Background]

I'VE MENTIONED THE BACKGROUND TO DISNEY IN OTHER LECTURES IN OTHER QUARTERS ||

[hyperTheme B1A] [B¹ Event / Stage 1]

***um* basically Walt Disney and his brother started producing animated cartoons back in the 1920s** | when they left the American army after the First World War | *um* Disney Walt Disney himself was the artist | and his brother was the accountant or business man who did the marketing | the whole thing was done on a very very small scale ||

[hyperTheme B1B] [B¹ Event / Stage 2]

but *um* in the 1930s by the 1930s the image of Mickey Mouse was very well known and profitable as a brand | *um* part of the reason why the *ah* Disney's were so successful actually was that they realized the potential of the new talking movies which came in in the late 1920s | and very quickly after talking movies came in they produced I think it was a character called its a film called Steam Boat Willy [47:00] which is an early Mickey Mouse cartoon which is the first talking animated film | by the late 1930s they'd churned out a lot of Mickey Mouse films including Donald Duck Goofy you know the other characters that came in ||

[hyperTheme B1C] [B¹ Event / Stage 3]

but *um* by the late 1930s they were producing a *um* great series of cartoons beginning with Snow White which went right on to the 1940s and 1950s | still very classic still widely viewed | interestingly I found that you can get good collections of them down in Beppu | if you go to Hirose | you can actually buy Disney classic Disney cartoons at 500 yen a time | I should stock up | they're much cheaper than they are in Europe | and they do have the original English soundtrack as well which is worth noting | so its a good place to buy Mickey Mouse cartoons [la] | I bought a version of Donald Duck as doing the Three Musketeers the other day | I haven't seen it yet though it sounds rather interesting [48:00] ||

[discourse/macroTheme B1D] [B¹ Event / Stage 4] [B^{1A} Taxonomic Report *macro* / Identification]

[--] DISNEY MOVED INTO ALL KINDS OF OTHER ANIMATIONS OF COURSE | AND FILMS BASED ON *um* POPULAR FAIRY STORIES | AND AFTER THE *um* WAR THE DISNEY ACTIVITIES ACTUALLY DIVERSIFIED ||

[hyperTheme B1D1] [B^{1A} Description / Stage 1]

***um* he produced live movies based on children's stories** | Treasure Island is the original one | again I f- I found a copy of that down in town | he original 1950s Treasure Island with Robert Newton | *um* its quite a classic and 500 yen again [la] American historical figures like Davy Crocket of course and also a great series of movies about the natural world ||

[macroTheme B1D2] [B^{1A} Description / Stage 2] [B^{1A1} Historical Recount core/ Orientation]

UM DISNEY WAS VERY IMPORTANT BECAUSE THIS WAS THE FIRST COMPANY TO INVEST MONEY INTO REALLY FIRST CLASS NATURAL HISTORY DOCUMENTARIES YOU KNOW ||

[hyperTheme B1D2A] [B^{1A1} Event / Stage 1]

ah in the 1950s it put out a whole series of wide screen documentaries stunningly beautiful | and this set a standard you know which then the television companies and the later [49:00] *um* natural history people had to keep up with | [-] *um* they used these as fillers | so if you went to a Disney show with the kids the first half of the show was a natural history documentary | the second half of the show was usually the la- latest big Disney cartoon or other blockbuster you know | and these were very very popular events of course timed to coincide with school holidays | so they could get the maximum audience ||

[macroTheme B1E] [B¹ Event / Stage 5] [B^{1B} Descriptive Report macro / Classification]

DISNEY ALSO MOVED INTO RECORDS TV AND PUBLISHING ||

[hyperTheme B1E1] [B^{1B} Description / Stage 1]

Snow White was an interesting case | because that spawned a whole series of books a whole series of records *um* the old 78 records | *um* because the songs from the show became extremely popular as well | and *um* basically *ah* TV programs in the 1950s became a way of publicizing the films ||

[macroTheme B1E2] [B^{1B} Description / Stage 2] [B^{1B1} Exposition core / Stage 2]

UM MY WIFE GREW UP WITH THESE IN CANADA | AND SHE SAID THEY HAD A VERY INTERESTING TECHNIQUE ||

[hyperTheme B1E2A] [B^{1B1} Argument / Stage 1]

they would never show the whole Disney movie on the television [50:00] | they would show you just a few minutes just enough to get the kids interested | *um* and then the kids of course would pester their parents into going to see the movie which surprise surprise was showing at the local cinema at the same time [la] you know ||

[macroNew B1E2] [B^{1B1} Reiteration of Thesis]

SO BY VERY CLEVER MARKETING THROUGH THE TELEVISION NETWORK DISNEY MANAGED TO KEEP UP *UM* AUDIENCES FOR HIS FOR HIS FILM SHOWS | THE TV BECAME A WAY OF PUBLICIZING THE FILM | SO DID THE CHILDREN'S BOOKS AND COMICS OF COURSE WHICH WERE ALSO VERY SUCCESSFUL BASED ON THE MOVIES ||

[discourseTheme B1F] [B¹ Event / Stage 6] [B^{1C} Descriptive Report macro/ Stage 1]

[-] DISNEY'S OTHER BIG INNOVATION THOUGH AT THE TIME WAS THE BIG THEME PARK | 1955 HIS COMPANY | AND I THINK HIS BROTHER WEREN'T TOO WILLING IN INVESTING IN THIS | SO DISNEY HIMSELF SIMPLY WENT AHEAD | AND USED HIS OWN MONEY | SO THE DISNEY THEME PARKS WERE ACTUALLY PART OF *AH* HIS PRIVATE OPERATION AND NOT PART OF THE DISNEY CORPORATION ||

[discourseTheme B1F1] [B^{1C} Description / Stage 1] [B^{1C1} Descriptive Report
macro/ Classification]

[-] THE THEME PARK WAS THE LARGER VERSION OF THE TRADITIONAL FUNFAIR OF
COURSE [51:00] WITH RIDES | BUT OF COURSE IT DREW ON THE ON THE WORLD OF
DISNEY CARTOONS AND CHARACTERS | THOUGH THE FUN THING WAS THAT YOU
HAD THESE RIDES VERY TRADITIONAL FUNFAIR KIND OF RIDES BUT ON A BIG
SCALE | AND THE WHOLE THING WAS POPULATED WITH DISNEY CHARACTERS
SORT OF POPPING UP FROM TIME TO TIME IN MASKS OF COURSE AS THE KIDS WENT
ROUND THE SHOW ||

[macroTheme B1F1A] [B^{1C1} Description / Stage 1] [B^{1C1A} Exposition core
/ Thesis]

UM ONE OF THESE RIDES ACTUALLY BECAME VERY SIGNIFICANT | BECAUSE
OF COURSE IT WAS PIRATES OF THE CARIBBEAN USING THE TREASURE
ISLAND THEME YOU KNOW |

[hyperTheme B1F1A1] [B^{1C1A} Argument / Stage 1]

Disney was into pirate films | and created a ride called pirates of the
Caribbean where you sort of sort of go along in your boat with these
piraty figures pop out f- at you from time to time | using the characters
from the ride they then created of course the very successful
blockbusters of recent years with Johnny Depp you know | there are
three films of pirates of the Caribbean | um usually films create rides
you know [52:00] | you find a ride based on a film | but now its
happening the other way around | two very interesting examples Pirates
of the Carribbean of course which is based on a fairground ride in one
of the Disney parks ||

[hyperTheme B1F1B]

and the other one is Lara Croft the Angelina Jolie films | these have
been very very successful | but based on a video game usually the game is
based on the film | in the Lara Croft case the film is based on the video
game okay | um you know this mixing of genres and creation of attractions
from attractions in other genres very very interesting ||

[macroTheme B1G] [B¹ Event / Stage 7] [B^{1D} Exposition core/ Thesis]

[--] WELL THIS IS BASICALLY THEN THE FORMULA THAT WAS REPEATED IN OTHER
DISNEYLANDS IN FRANCE TOO AND MOST RECENTLY IN HONG KONG OF COURSE ||

[hyperTheme B1G1] [B^{1D} Description / Stage 1]

um these are actually local franchises | they aren't owned by Disney | this is
important | they aren't owned by Disney | they are actually owned by local
companies who paid Disney a fee to use the Disney name the Disney concept
[53:00] and the Disney characters | and of course Disney sends in advisors to
organize the thing in the first place | to make sure the implementation fits with
Disney standards | and fulfills the Disney mission ||

[hyperTheme B1G2] [B^{1D} Description / Stage 2]

[-] **in fact Tokyo Disneyland is actually jointly owned by a railway company
and Mitsui Heavy Industries you know who put in a lot of the engineering
and infrastructure** | you get 60 million ye- visitors a year compared with 10
million for Paris | so its much more successful than the European operation | and
its captured the school market | one reason why Beppu is not doing well now as
a tourist resort is because its lost the schools market | school kids used to come
on school trips to Beppu | they go to Disneyland now you know | its become the

big destination | the big market Beppu has completely lost is the high school market | *um* now Disneyland gets the bulk of them ||

[discourseTheme B1H] [B¹ Event / Stage 8] [B^{1E} Factual Description *macro/ Identification*]

[--] [54:00] IN 1960S DISNEY PLANNED A SECOND THEME PARK | BUT HE DIED IN 1966 OF CANCER | BEFORE IT COULD BE OPENED | AND IT WAS LEFT TO HIS BROTHER ROY WHO TOOK OVER AS DIRECTOR OF THE COMPANY TO ACTUALLY COMPLETE THE PROJECT ||

[macroTheme B1H1] [B^{1E} Description / Stage 1] [B^{1E1} Factual Description *core / Identification*]

UM THIS WAS ACTUALLY A HUGE PROJECT | ITS COMPLETELY TRANSFORMED THE IMAGE AND THE ECONOMY OF FLORIDA ||

[hyperTheme B1H1A] [B^{1E1} Description / Stage 1]

Florida as you are all aware now probably from the presidential election is the third most populated state in America after *ah* New York and California | Florida now ranks as number three | the question is why | and the answer is because its such a nice place to live | there's so much to do there | and the biggest thing to do there of course is Disney ||

[hyperTheme B1H2] [B^{1E} Description / Stage 2]

[--] ***um* this houses the world's largest complex of hotels** | there's thirteen of them sports facilities ||

[hyperTheme B1H3] [B^{1E} Description / Stage 3]

there's 5 big golf courses there ||

[hyperTheme B1H4] [B^{1E} Description / Stage 4]

a huge number of shops and theme parks ||

[hyperTheme B1H5] [B^{1E} Description / Stage 5]

there's even a a Lonely Planet guide just to the Disney resorts in Florida in a single volume [55:00] which concentrates entirely on the theme parks near Orlando ||

[hyperTheme B1H6] [B^{1E} Description / Stage 6]

[--] **the figures for the visits are absolutely staggering** | Disneyland in California gets 14 million visits a year | Magic Kingdom in Florida gets 16 million | EPCOT the experimental prototype community of tomorrow kind of science fiction high tech high tech vision of the future that gets 11 million | MGM Studios gets 10 million | Animal Kingdom gets 6 million | if you comment that this doesn't add up to 30 million | its much more | that's true | but actually many visitors visit more than one site okay [1a] | but if you actually look at the total number of people individual people | as far as they can work out | its about 30 million people a year coming into the area to visit one or more of the theme parks ||

[macroTheme B1H7] [B^{1E} Description / Stage 7] [B^{1E2} Exposition *core/ Thesis*]

[--] VERY INTERESTINGLY THEY'VE ALSO DONE WHAT HUIS TEN BOSCH DID | THEY'VE CREATED A A MODERN TOWN | ITS CALLED CELEBRATION [56:00] | AND THE IDEA IS TO CREATE A MODERN HIGH TECH COMMUNITY *UM* WITH VERY EXPENSIVE VERY HIGH TECH HOUSES | BUT LIKE MOST THINGS IN DISNEY | ITS CAREFULLY CONTROLLED ||

[hyperTheme B1H7A] [B^{1E2} Argument / Stage 1]

I'd hope Jamil was going to come this morning | because he used to work for Disney | and he had some interesting stories about the control that Disney exerts over its workers you know | I'd never get a job with Disney | because I have beard | and probably my hair needs tidying too | you can't wear any jewelry | they lay down what perfumes what deodorants you can wear these kinds of things you know of course | you can't take your Mickey Mouse mask off in public | you get fired immediately | everything's carefully controlled | the animals you see the wildlife is carefully controlled ||

[hyperTheme B1H8] [B^{1E} Description / Stage 8]

um the lake in Florida was a natural lake | but the water was the wrong color | *um* it was red because of the roots of the trees around it | so they simply dug up all the trees | cemented the lake in | and then put in blue water [57:00] which is what a lake should really look like you see ||

[hyperTheme B1H9] [B^{1E} Description / Stage 9]

um they also had to get rid of some of the larger wildlife | because it was bothering the tourists basically | but the environment the people who work for Disney very very carefully controlled even the horses | there's a lot of horses on Disney sites you know | because they're pulling carts | and doing American frontier kind of things | the trouble with horses is they make a huge amount of mess | so there's little people running around after the horses clearing up the mess | as soon as its created | and putting it down special chutes you see which gets all the manure straight out of the system very very quickly ||

[hyperTheme B1H10] [B^{1E} Description / Stage 10]

so basically um in Celebration its not surprising there's very strict rules about what the owners can do with the houses the colors of curtains the parking arrangements | what kinds of plants you can put in your garden | these were all carefully determined by the Disney Corporation [58:00] ||

[macroTheme B1H11] [B^{1E} Description / Stage 11] [B^{1E3} Exposition core / Thesis]

[--] THE COMPANY'S BEEN VERY SUCCESSFUL IN CONTROLLING ITS IMAGES AS INTELLECTUAL PROPERTY | AND ALSO CONTROLLING THE QUALITY OF PRODUCTS BEARING THE IMAGES ||

[hyperTheme B1H11A] [B^{1E3} Factor / Stage 1]

um there's Disney shops you know all over the place where you can buy sort of stuffed Winnie the Poohs | and *ah* in fact my daughter and her family husband and four kids they all dearly love Winnie the Pooh | the entire house seems to be full of Winnie the Pooh memorabilia from the bathroom the toothbrush rack which is a mini the Pooh Winnie the Pooh toothbrush rack | there's a little seat on the loo which is Winnie the Pooh | there's a bathmat which is Winnie the Pooh | the kids have Winnie the Pooh towels you see | and and so on you know the whole place is Winnie the Pooh ||

[hyperTheme B1H11B] [B^{1E3} Factor / Stage 2]

[--] **um but the interesting thing is that the quality control exerted over these products is very very high** | *um* they're

worried about their image you know | producing Winnie the Pooh toys which poison your kids is not good publicity | and they are very very careful you know [59:00] about the franchise protecting the brands from ambush advertising and faux Winnie the Pooh goods basically ||

[macroTheme B1H12] [B^{1E} Description / Stage 12] [B^{1E4} Exposition core/ Thesis]

SO THEY THEY THEY'RE ALSO TRYING TO DIVERSIFY TO CREATE A HUGE MEDIA EMPIRE ||

[hyperTheme B1H12A] [B^{1E4} Factor / Stage 1]
um you've got therefore the the the theme parks the films the television shows and the Broadway musicals | they're all integrated | they're all integrated | when a new Broadway musical is opening | its advertised in the theme parks | its also advertised on the television channels okay ||

[hyperTheme B1H12B] [B^{1E4} Factor / Stage 2]
and similarly um there's a link between the Broadway musicals and the films | because most of the Broadway musicals of the Lion King for example the most successful one are actually based on original films | it used to be that stage plays became films | in Disney films become stage plays [la] very very interesting | its the other way round you know | you turn your Beauty and the Beast [1:00:00] | or your turn your very successful Lion King into a stage show which of course then *um* runs in big theaters right round the world ||

[discourseTheme B2] [B² Descriptive Report macro/ Classification]

[--] THERE'S A DETAILED STUDY OF TOKYO DISNEYLAND | ITS BY A GUY CALLED AVIAD RAHZ | HE'S *AH AH* AN ISRAELI ANTHROPOLOGIST | I'VE PUT SOME CHAPTERS OF THIS ACTUALLY IN THE FOLDER | *UM* OR I'VE GOT THEM READY TO PUT IN THE FOLDER | HE LOOKS AT THREE AREAS OF DISNEY OPERATION | *UM* BASICALLY DISNEY ON STAGE DISNEY BACK STAGE AND THE INFLUENCE OF DISNEY ON POPULAR CULTURE | SO I'LL JUST MENTION THESE | I WON'T GIVE YOU A BREAK TODAY | BECAUSE I'M MINDFUL OF MR. BLACKWELL'S *UM* CAMERA SITTING IN THE CORNER [LA] OKAY | SO *UM* WE'LL GO THROUGH | AND PERHAPS FINISH EARLY | AND LEAVE TIME FOR QUESTIONS ON THE STAGE BACK STAGE | AND THE INFLUENCE ON POPULAR CULTURE ||

[hyperTheme B2A] [B² Description / Stage 1]

you probably remember I talked earlier I think about Goffman [*writes Goffman on the blackboard*] [1:01:00] | do you remember this Erving Goffman great American sociologist who talked about social life as being like a play | people are acting out a part all the time | and basically in the entertainment and tourism industry you've got things happening on the stage that people are supposed to see | you have things happening back stage which people are not supposed to see okay | *um* for instance the guy in the Mickey Mouse mask is not supposed to be seen | all the children should see is the Mickey Mouse mask | because this guy to them must be seen as Mickey Mouse | and not as a student doing *arbeito* from the University of California [la] okay | so *um* we've got the on stage back stage and then of course the influence on popular culture ||

[macroTheme B2B] [B² Description / Stage 2] [B^{2A} Historical Recount core/ Background]

[--] I MENTIONED BEFORE THAT YOU'VE GOT *UM* A LOCAL COMPANY WHICH ACTUALLY OWNS DISNEYLAND IN TOKYO AND JUST FRANCHISES THE NAME AND THE CONCEPT FROM DISNEY [1:02:00] ||

[hyperTheme B2B1] [B^{2A} Event / Stage 1]

it formed *um* actually an *ah ah* operation called the Oriental Land Company to reclaim land in Tokyo bay in the 1960s | *um* they looked for a use for the site | and thought it would be suitable for Disneyland | so Disney is built on some of this new reclaimed land which has been created since the Second World War in Tokyo Bay mainly by piling garbage into Tokyo bay | and turning it into islands you know very very interesting project | Tokyo bay is getting smaller and smaller and smaller | the islands are getting bigger and bigger and bigger | its very expensive | but the price of land in Tokyo is so high that it seemed economically sensible in the 1960s and 70s ||

[hyperTheme B2B2] [B^{2A} Event / Stage 2]
the eventual deal was that Disney would get 10% of the entry fees 5% of any omiyage souvenir sales | in return for franchising its name its concept | and sending its advisors [1:03:00] | and so 200 Disney people were sent over from California to work on the project | to set it up | and to advise the company how to run Disneyland ||

[hyperTheme B2B3] [B^{2A} Event / Stage 3]
it opened in 1983 | it had a million visitors in the first month | and of course its been very popular ever since | now its well over a million visitors every month on average ||

[discourse/macroTheme B2C] [B² Description / Stage 3] [B^{2B} Factual Description *macro/* Identification]

[-] ITS LAID OUT FOLLOWING THE MODEL OF THE DISNEYLAND IN CALIFORNIA OF COURSE AND THE MAGIC KINGDOM ||

[macroTheme B2C1] [B^{2B} Description / Stage 1] [B^{2B1} Factual Description *core/* Identification]

UM SO THERE ARE 7 THEME LANDS WORLD BAZAAR ADVENTURE LAND WESTERN LAND CRITTER COUNTRY FANTASY LAND TOMORROW LAND TOON TOWN | AND CINDERELLA'S CASTLE IS BANG IN THE MIDDLE | OH I GOT A COPY OF CINDERELLA DOWNTOWN FOR 500 YEN THE OTHER DAY AS WELL | IF YOU WANT TO SEE THE ORIGINAL CINDERELLA | ITS AVAILABLE AT HIROSE FOR 500 YEN ||

[hyperTheme B2C1A] [B^{2B1} Description / Stage 1]
notice that these are exactly the genres of films which the Disney Corporation has actually been producing over the years | you've got Adventure Land and films like Treasure Island [1:04:00] a lot of Western films of course a lot of sort of science fiction stuff Fantasy Land and Toon Town which is the traditional cartoon characters | so *um* Cinderella's Castle is in the middle ||

[hyperTheme B2C1B] [B^{2B1} Description / Stage 2]
the Disney r-rides are actually design by Disney e- a- Disney designers who they call Imagineers | Disney actually runs a design company so if you want Imagineers to design your project for you | you can rent Disney to do it | and of course many of the things which the guides seems to say spontaneously are in fact very carefully learned lines which have been provided by head office | generally the guides stick to the script | *um* however you've got mystery tour around the castle in Tokyo which seems to be a Tokyo invention | and you don't find actually in the other *um* theme parks ||

[hyperTheme B2C2] [B^{2B} Description / Stage 2]
[---] there's historical elements of course [1:05:00] | Disney saw himself as a great educator | the nature films were an attempt to educate | and some of the historical films were as well including historical accounts of Japan's relations with its neighbors | *um* despite these adaptations however Tokyo Disneyland likes to see itself and market itself

as an American experience | so if you like its an American experience with Japanese characteristics ||

[hyperTheme B2C3] [B^{2B} Description / Stage 3]

the whole thing is adapted to a Japanese audience | and its got bits of Japanese history thrown in instead of or as well as American history ||

[hyperTheme B2D] [B² Description / Stage 4]

its big | there's 12000 cast members | that's people wandering around in masks playing their roles in the different rides and the different exhibits | so 5000 of these are part-timers | so I suspect a lot of them come from the local student market in fact | busy putting on their Mickey Mouse masks in the evening to go play Mickey Mouse *um um* at Disneyland ||

[discourse/macroTheme B2E] [B² Description / Stage 5] [B^{2C} Factual Description *macro / Identification*]

UM ORIENTATION [1:06:00] IN LEARNING DISNEY BEHAVIOR IS VERY IMPORTANT | SMILES ARE VERY IMPORTANT | AND YOU CAN GET FIRED FOR EITHER TREATING CUSTOMERS BADLY | OR GOING AGAINST THE DISNEY LOOK BY TAKING THE MICKEY MOUSE MASK OFF | WHEN THERE ARE KIDS AROUND ||

[discourse/macroTheme B2E1] [B^{2C} Description / Stage 1] [B^{2C1} Exposition *macro / Thesis*]

[-] NOW I THINK THIS FITS IN VERY WELL WITH JAPANESE COMPANY IDEOLOGY ANYWAY | YOU KNOW THE THINGS THAT DISNEY REQUIRES OF ITS STAFF IN ITS THEME PARKS ALL OVER THE WORLD FIT IN VERY WELL WITH THE KINDS OF THINGS JAPANESE COMPANIES LIKE ANYWAY ||

[hyperTheme B2E1A] [B^{2C1} Argument / Stage 1]

they like workers in uniform | workers who are very polite to the customers of course ||

[macroTheme B2E1B] [B^{2C1} Argument / Stage 2] [B^{2C1A} Descriptive Report *core / Classification*]

AND WORKERS WHO PLAY THEIR OWN ROLE WELL YOU KNOW ||

[hyperTheme B2E1B1] [B^{2C1A} Description / Stage 1]

whether it be squeaking away in a lift in these stores in Tokyo ||

[hyperTheme B2E1B2] [B^{2C1A} Description / Stage 2]

or you know people who rush out when you when you get gasoline at the Japanese filling station | I don't know if any of you have got cars | but getting gasoline in Japan is a major experience | its a major cultural experience not to be missed [1:07:00] | you drive up you know | and immediately 5 people appear | one puts the stuff in the tank | one polishes the back window | one polishes the front windows | and somebody gives you a towel | so you can polish the inside of the windows | and then finally there's one guy to wave you out into the road | after you've finished | it takes about five people to collect gas in Japan | now I notice finally a few self service gas stations are appearing | but as you might expect the machines are so complicated that they're actually very difficult to use the first time ||

[discourseNew B2E1] [B^{2C1} Reiteration]

BUT ANYWAY *UM* ITS THE SAME THING IN DISNEYLAND | EVERYONE HAS THEIR ROLE EVERYONE HAS THEIR PART | THEY PLAY IT TO PERFECTION | AND THE WHOLE THING CREATES A JAPANESE STYLE OF SERVICE A JAPANESE STYLE OF *UM AH* ATTENTION ||

[hyperTheme B2E2] [B^{2C} Description / Stage 2]
as with other Japanese companies *um* the workers are trained with elaborate manuals including office rules how to answer the phone how to serve tea how to bow to people you know and so on [1:08:00] ||

[hyperTheme B2E3] [B^{2C} Description / Stage 3]
[-] **Disney Corporation in America has a history of conflict with labor unions | but that doesn't matter in Japan of course** | because they've got a house union basically which excludes the part timers who aren't represented at all | so there are lots of elements in Disney which work extremely well in Japan which probably explains why its been so successful in the Japanese environment ||

[hyperTheme B2E4] [B^{2C} Description / Stage 4]
critics call Disneyland the smile factory | you know providing the magic and maintaining the illusion is all part of the trick the popularity ||

[macroTheme B2E5] [B^{2C} Description / Stage 5] [B^{2C2} Exposition *corel* Thesis]
[--] *UM* RAZ DESCRIBES DISNEY'S WORK PRACTICES AS TAYLORIST ||

[hyperTheme B2E5A] [B^{2C2} Argument / Stage 1]
***um* those of you who have done any APM courses might know the name of FW Taylor who was the great American apostle of quality control and work organizations to make work really efficient** | his ideas really caught on you know worldwide in factories the division of management for labor [1:09:00] the use of women as a cheap labor force | you've got a pyramid of departments with a hierarchy of bosses | and basically getting people to carry out tasks in the same way without any individuality | its been argued that this works very well in Disneyland as well you know | this kind of *um* top-down management | and people playing their parts to perfection ||

[hyperTheme B2E5B] [B^{2C2} Argument / Stage 2]
[--] ***um* the idea the result is that Tokyo Disneyland is obsessed with quality control** | obsessed with analysis of task standards planning making sure nothing goes wrong | the idea of zero defects has been imported into the theme park | to make sure everyone's happy | nothing goes wrong | but of course there's also an emphasis on *kokoro* you know making people happy carrying out the job with feeling | to give that added feeling of emotion | [-] but as I said this is very in line with *um* other companies in Japan ||

[discourse/macroTheme B2F] [B² Description / Stage 6] [B^{2D} Exposition *macro* Thesis]
[--] **WHO ACTUALLY CONSUMES DISNEY [1:10:00]** | WELL THAT'S QUITE INTERESTING | DIFFERENT *UM* GROUPS CONSUME TOKYO DISNEYLAND IN DIFFERENT WAYS | *UM* IT TURNS OUT TO BE AN EXPERIENCE WHICH ALL DIFFERENT AGE GROUPS ENJOY WITH THE POSSIBLE EXCEPTION OF OLDER PEOPLE WHO DON'T SEEM TO GO THERE MUCH ||

[hyperTheme B2F1] [B^{2D} Argument / Stage 1]
***um* Japanese children of course learn about Disney through TV shows** | *um um* obviously based on Disney TV in *um* America ||

[macroTheme B2F2] [B^{2D} Argument / Stage 2] [B^{2D1} Exposition *corel* Thesis]
[-] **DISNEY FITS IN VERY WELL WITH OTHER JAPANESE POPULAR CULTURE OF COURSE** ||

[hyperTheme B2F2A] [B^{2D1} Argument / Stage 1]
because basically Disney is producing anime which has a long tradition in Japanese culture ||

[hyperTheme B2F2B] [B^{2D1} Argument / Stage 2]
they're also producing manga because Disney in America *um* was
marketing children's comics very very successfully right back in the 1940s ||

[hyperTheme B2F2C] [B^{2D1} Argument / Stage 3]
um Disney also influences children through the educational books of course
| the stories associated with the films | the interesting thing here is that the *um*
Disney story the Disney version of the story has become the popular one
[1:11:00] | in many cases its replaced the original one | and people don't even
know the original one | in the great fairy stories for instance like Snow White
and Cinderella what kids are taught these days is the Disney version | the
original German version is much nastier | and much crueller much nastier things
happen you know | in Disney its all sort of good fun you know | the the princess
wakes up in the end | and gets her guy | there's always a happy ending | some of
the 19th century fairy stories that these are based on are much more grim or
much more unpleasant ||

[hyperTheme B2F3] [B^{2D} Argument / Stage 3]
local community festivals of course which often take on Disney themes | we went to
see a festival in Yokohama once | and it was basically a- all American | a huge amount of
American influence in Yokohama with American marching bands cheerleaders and of
course sort of Mickey Mouse costumes and things ||

[hyperTheme B2F4] [B^{2D} Argument / Stage 4]
um you get school excursions | kids go to Disneyland now as school excursion | they
don't come to Beppu [1:12:00] sad | and Disney actually taking over from historical sites
and monuments as the educational must see for Japanese kids [1a] ||

[discourseTheme B2F4A] [B^{2D2} Anecdote *macro* / Orientation]
TALKING ABOUT MONUMENTS I I WISH I HAD A PICTURE OF IT | I MIGHT BE ABLE
TO FIND A PHOTOGRAPH SOMEWHERE |

[macroTheme B2F4A1] [B^{2D2} Event] [B^{2D2A} Descriptive Report *core*/
Classification]
UM A A A COUPLE OF YEARS AGO MY WIFE HAD EYE TROUBLE | AND WE USED
TO DRIVE OUT TO OITA TO THE HOSPITAL FAIRLY REGULARLY ABOUT ONCE A
WEEK | AND THERE WAS A A STONE MASONS PRODUCING FUNERAL
MONUMENTS | AND S- YOU KNOW ALONG THE ROAD | AND PRODUCING
FUNERAL MONUMENTS YOU KNOW TOMBSTONES BASICALLY FOR JAPANESE
TOMBS | AND NOW THESE ARE OCCASIONALLY STATUES ||

[hyperTheme B2F4A1A] [B^{2D2A} Description/ Stage 1]
you have Buddha statues |

[hyperTheme B2F4A2B] [B^{2D2A} Description/ Stage 2]
you have heavenly beings you know |

[hyperTheme B2F4A3C] [B^{2D2A} Description/ Stage 3]
you have celestial birds and this kind of thing |

[hyperTheme B2F4A4D] [B^{2D2A} Description/ Stage 4]
but the guy decided to have some fun | he produced two statues
of Mini Mouse and Mickey Mouse in black granite | and he
produced two identical statues in red granite as well | so sitting by

the side of the road [1:13:00] were the black Mini Mouses and Mickey Mouses | and the red pair as well |

[macroTheme B2F4A2] [B^{2D2} Reaction] [B^{2D2B} Personal Recount core/ Background]

and I often drove pa- past this | and said to my wife I've got to bring a camera | we've got to photograph this /

[hyperTheme B2F4A2A] [B^{2D2B} Event / Stage 1]

and at last we took a camera one day | especially to photograph Mickey Mouse | the guy had sold the red Mickey Mouse tombstones the day before | so I think we only have copies o- of the black ones | who bought I don't know | who would buy a red Mickey Mouse stone | a granite tombstone its difficult to imagine | but someone obviously liked them | put them in their garden you know presumably | and they were certainly very pretty | but *um* anyway [responds to comments from the audience - inaudible] [la] okay | so this is a national treasure | [#] right are they using them as tombstones though ||

[hyperTheme B2F4A2B] [B^{2D2B} Event / Stage 2]

I asked | I actually asked the sculptor why he made it | and he said for fun [1:14:00] | I'm so bored doing tombstones that it was something different [la] | I often wonder actually whether he was actually sued by Disney | there's one thing about Disney | they are very strong at suing people who use Mickey Mouse characters actually without *um* without proper authorization okay ||

[hyperTheme B2F5] [B^{2D} Argument / Stage 5]

much of the market for Tokyo Disneyland is actually amongst young women in Japan | this is different from America | maybe it attracts kids and families there | but in Japan a lot of the Tokyo Disneyland cliental seem to be young women | now remember in Japan it is the younger women who are the big travelers | they live at home | many of them they have huge disposable incomes which they spend basically on leisure activities | *um* 20 to 29 year olds make up 30% of their customers 53% are single women the OL or office lady market you know | younger women working in offices is very very significant in Disneyland | and very much in contrast [1:15:00] with the United States where the main market tends to be married people over 25 with children ||

[macroTheme B2F6] [B^{2D} Argument / Stage 6] [B^{2D3} Exposition core/ Thesis]

[---] DISNEY ALSO FITS VERY WELL WITH ANOTHER THING THAT FITS VERY WELL WITH JAPANESE CULTURE | AND THIS IS THE IDEA OF KAWAI CULTURE YOU KNOW THE CUTE LITTLE ANIMALS THE CUTE LITTLE CARTOON CHARACTERS THAT YOU SEE EVERYWHERE IN JAPAN ||

[hyperTheme B2F6A] [B^{2D3} Argument / Stage 1]

um I I I was very struck when I came to Japan | you know if there's a building site | they will put up a fence to keep people out of the building site | but on the fence | they will put up a cute little picture of *ah* fluffy little ducks in the water or something else you know | or a little man a little cartoon character bowing to you as you go along | and you know to say thank you for putting up with this building site | and [la] it fits very well with this | a lot of these images are very Disneyesque | and Disney kitsch of course as represented by the Tokyo Disneyland souvenirs is very easily absorbed within this kind of environment [1:16:00] ||

[hyperTheme B2F7] [B^{2D} Argument / Stage 7]

[--] **surprisingly 40% of the Disneyland clients seem to be middle-aged** | *um* there's a lot of families dating couples groups *um* particularly school groups making repeat visits parents see Tokyo Disneyland as a good deal *um* because they don't you know the whole day is organized for you | once you get through the gates ||

[hyperTheme B2F8] [B^{2D} Argument / Stage 8]

um but it seems the elderly in Japan don't consume Disney very much | they're much more conservative ||

[macroTheme B2F9] [B^{2D} Argument / Stage 9] [B^{2D4} Descriptive Report *core/* Classification]

[--] SO TOKYO DISNEYLAND IS AN E- EXAMPLE OF THIS HORRIBLE WORD GLOBALIZATION | WHAT IS GLOBALIZATION ||

[hyperTheme B2F9A] [B^{2D4} Description / Stage 1]

well it simply means adapting something which is global to a local situation | *um* you give global forms local meaning | so in other words Disneyland is not just a straightforward copy of the American thing | *um* its actually *um* much more an appropriation an adaptation to Japanese culture [1:17:00] | not really the real thing ||

[Lecture Management]

[-] *okay I'll leave it there then / um if Professor Blackwell comes back he can switch off his camera / for the moment though we've got about 10 minutes left / any points about that anyone wants to raise about Disneyland / because I want to use the last 5 of 10 minutes to discuss what to do about these excellent presentations [comment from audience] || [1:17:25]*

APPENDIX 11 : Topic Phase Analysis of Lecture 3 (Lecturer B)

[Lecture Management]

[10:36:28] okay ah before I start the lecture ah some ah announcements uh some announcements | ah I I forgot that I can enlarge the words | and show you | so I'm showing you now | whenever you put ah your your comments in the folder | I want you to type your student ID as your file name followed by your name | [#] I see that some of you want to talk to your friend | [#] ah can we ah have some quiet that side please okay | all those of you standing can you sit down [10:37:00] | if not | I'm going to ask you to play football after this class | please sit down | can you sit down | lady you can come straight here | and sit here | she is searching for her friend now | please sit down okay | [#] can you run faster | we are in World Cup now | [-] cannot yo- be walking slowly | in Japan people please run | [#] alright please ah read these instructions | and follow them | uh some of you just type something | and send it to me | and put it in my folder | now I don't know your name | you don't have a file name | even it just says Microsoft word file | now when you send such a file | I will just cancel it | sometime after the ah next week the volunteer week I will put in the Web CT | how many of you have got three marks for your class presentation [10:38:00] | I mean discussion | and how many of you have got zero | so if you find zero you | please come | and see me | what to do with your your your your the three marks for every week | that means something is wrong with your presentation | and so please whenever you type a file | I think information science introduction to information science they teach you this right | I talked to some professors | they said they have taught you already this | whenever you send a file to another professor | put your file name as student ID and then followed by your name | then the file cannot get lost | because only you can have that file in this university | nobody can have that file with me | so please do that | and then whenever you write a comment | at the end of the comment please write your ID again and your email address | and then you must remember this is very very important | every week I have to look at 480 students [10:39:00] | if you put something wrong | I'm just going to delete it | and put it in the Web CT in two weeks time | whether you got three marks or zero marks | so if you have got zero marks | then you have to do it all over again alright | you will do it | until I give you the three marks | so that everybody can get 30 marks | | nobody can have 27 marks or 20 marks or three marks | and people who got zero marks | [-] that means they're really very advanced already | ah they don't need this grade | that's okay | and then you must remember please read the topic | before you write your comment | like today many of you will go to your classroom discussion | and you will find the power point presentation | they are telling you everything I've told you in the lecture | [--] except that they add the picture of Doctor Mahatir Tonga the king of Tonga which is very nice to see | but they have not answered the question of the topic [10:40:00] | [-] so please ask questions like these in your discussions class | and when you write your comment | read the title of the topic again | [-] before you make your comment | don't come | and send me something today I liked the presentation I found out something new about Asia Pacific [-] | come on | you cannot be telling me this | [-] everybody knows about the Asia Pacific | now is there anybody who doesn't know they are in the Asia Pacific | so please don't write comment | and then I say | because this is a adjunct model course | I make sure the comments are at least over a hundred words | but you cannot send me a comment with only four words in it I liked the presentation [la] | now how can I give you three marks [la] | [--] I cannot give you three marks | so you must write not less than a hundred words | yes [question from the audience] [#] ah that one you must be a great poet to write [10:41:00] in such ah ah ah ah crisp sentence that I really find I can write a PhD on that | its possible | I mean many people Shakespeare many people have written PhDs on Shakespeare | Shakespeare's dramas are good | there are many many poets in the world which can write in seven words everything that is to be said about say the nature of religion nature of God nature of human beings | but I don't think I have got such people in this class | [-] if there are such people in the class | I should not be lecturing | I should be a student with that person | but anyway if you try | and if I find that you are great | I will give you the full marks | anyway so please don't write less than a hundred words | this is to make you think about the topic | and write clearly what you want to say after having done the reading gone over the lecture | and then some of you are doing level three English class | you've already done this in the level three English class | some of you have been learning about these things in other courses | so [10:42:00] you must make an intelligent comment | don't make a comment where I feel my Goodness I work so hard | and these student really is making me work harder to understand such simple four words please | so please remember this problem | don't forget this | [#] what else I wanted to say let me see | [--] oh yes that's another thing I I want you to ah ah worry about later in the sense | ah let me just enlarge it | and show you

okay / [#] now for the next topic that is after the volunteer week we're going to discuss about the World Cup / now please change the thing / because the question ah ah is made in such a way as if the World Cup is over / the World Cup is still going on until June 30th / so I've changed the wording [10:43:00] / please make a note of this / so that when you write a comment know you know you are addressing this topic / and when you are preparing your power point presentation / make sure this is the title you have why is the World Cup so important for Korea and Japan / that's the title of the question / so please make a change ah for this alright //

[Preview]

and with this lets start the lecture today | [#] okay this is the lecture today | lets see | [#] okay ah this is the lecture today | let's see | [#] okay today's cup ah today's world today's t- lecture is the most interesting thing | I know many of us | [-] not me many of us in this lecture theatre may not understand what is this World Cup all about | [10:44:00] why are countries making so much noise about it | and especially girls would think why are these boys so very stupid about this one ball being chased by 22 men | I know some of you don't know how many men are in the field | also you only see a lot of people making noise in the stadium | but you don't know how to count how many people are playing alright | so there are 22 people normally who will chase after the ball | sometimes the referee sends out many people for fighting with each other | then you have less people | but generally you need eleven people per team | so if any of you have never heard of football in your life | this lecture is to make you get aware of football | so you find that this FIFA World Cup Korea Japan that's the thing you see everywhere you travel in Beppu | you will see the banner like this right on the road side | sometimes you buy things now | ah ah ah you find 2002 FIFA World Cup Korea Japan [10:45:00] is written there | Korea is in blue color | Japan is in red color | does the color have any meaning | you must understand | but of course yeah I put everybody red | because you are all united by the same blood color red red red color right | is there anybody who has blue color blood | [1a] or green color blood | I think all of us have red color blood okay | so I am just going to go over this ||

[Topic Phase A: Preview]

LET ME START WITH THE INTRODUCTION THEN | THERE ARE SOME THINGS I HAVEN'T PUT IN YOUR LECTURE OUTLINE | SO YOU HAVE TO LISTEN CAREFULLY OKAY | NOW FOOTBALL IS ONE OF THE MOST INTERESTING GAMES IN THE WORLD ||

[discourse/macroTheme A1] [A¹ Descriptive Report core/ Classification]

WHAT DOES FIFA STANDS FOR ||

[hyperTheme A1A] [A¹ Description / Stage 1]

it is actually a French word right | it simply means Federation of International Football Association | if you put it on | if you want to put it in English | you can call it Federation of International Football or International Federation of Football Associations | but this is a French word | so if somebody asks you what is FIFA | you should know what FIFA stands for | [10:46:00] FIFA you cannot say I don't know | but anyway I am not going to ask in the exam what is FIFA alright | that is not the thing ||

[macroTheme A2] [A² Historical Recount core/ Background]

NOW I WANT TO TELL A BRIEF HISTORY OF HOW THIS WORLD CUP CAME ABOUT ||

[hyperTheme A2A] [A² Event / Stage 1]

now some people at the beginning of last century liked football very much | so they decided to get together | they held the first meeting in Paris | I hope you all know wh- where is Paris | in Nihongo we call it Pari alright Paris | so in Paris they met in 1904 | and they they felt that they must do something to bring the world together to play every year some football matches | its something like you want to form a football club near your world || **I'm using the word football as it was originally used** | now some people in English will use soccer | because somewhere in the development of the United States you find the word football has come to mean American football | where they take and run also | so we [10:47:00] will call that as American football | but the football that we all know we will call it as football | we will not use the word soccer so much in this lecture | soccer is another word used in English for football || so at this meeting who are the

people who were there | you must remember no Malaysian *ah ah umm ah ah* probably no no Japan also right no Nigeria no Ecuador no Senegal alright | all these countries are not there in the world at that time | they were all colonies | so Belgium Denmark France Holland Spain Sweden and Switzerland all of them got together | as you see all of them are European countries | and they decided *ah th-* that they will have a meeting regularly ||

[hyperTheme A2B] [A² Event / Stage 2]

so in 1924 they had the first football match | in 1924 was the year of the Olympics right [10:48:00] | as you all know in a few years time Olympics will come to China Beijing | and then we will hear Olympics a lot | and if I am lecturing in this university | then probably one whole semester I will only talk about Olympics alright | so you must tell your friends | when they come here | be careful of that lecturer | Olympics time he is going to give lecture only on Olympics in China | and so you find that these *ah ah* seven countries got together | and in 1924 was the Olympics in Paris | so they organized the first football match not the World Cup football match where everybody played | but then while working with these people FIFA felt that the Olympics is not the right place | because they felt that Olympics had a lot of politics | they wanted football for everyone | everyone who wanted to play football | they wanted to join them together | so they decided this is not the way | they should not join Olympics for organizing football matches [10:49:00] ||

[hyperTheme A2C] [A² Event / Stage 3]

so they decided that every four years they will have a World Cup on football where nations will come together as countries and play with each other | and and and win the game | and they will declare who is the world champion in football ||

[hyperTheme A2D] [A² Event / Stage 4]

so if you read the *ah ah* your your course package | there I have put why Uruguay Uruguay is in South *ah* America *ah ah* | anyway if you watch the football matches | they show the map in in in J- Japanese television | they show the map of South America | and they will say where is Uruguay | Uruguay is playing in this football cup also | so Uruguay was the first country to volunteer to organize this | of course they had a lot of problems | many people did not want to support it | it looked as if the first World Cup would fail | but thanks to some people Uruguay was able to organize the first World Cup in 1930 in South America [10:50:00] | and fortunately Uruguay was the first world champion in the World Cup also | that's something important | and ever since then everybody who hosts the *ah* the World Cup hopes that their country will become the champion ||

[hyperTheme A2E] [A² Event / Stage 5]

like the last World Cup the 16th World Cup in 1998 was held in France | so even though World Cup was started in Paris that was the first time World Cup came back to Paris | and all the French people were very very happy about this | that the foo- World Cup at last came back to France | and more to that you will find that France was the champion of the last World Cup in 1998 | and the whole of France became mad for three days | the whole night they danced | and danced | and drank a lot of beer and people who sold beer made a lot of profit | and everybody danced in the streets | and France [10:51:00] declared a holiday | and suddenly France felt they have become the best country in the world | I mean the World Cup can make people become so nationalistic so mad and so crazy | and people also fall in love not for playing football for dancing in the street | because they then only they meet the boyfriend girlfriend they and then | they dance better on the street | and they many people get married or so after that | *ah* whenever the World Cup the country wins | so France was very happy in 1998 ||

[discourse/macroTheme A3] [A³ Exposition *macro* / Thesis]

SO YOU FIND THAT | *AH* SO WHEN YOU LOOK AT THE HISTORY OF THE WORLD CUP IN THE WORLD | YOU FIND THAT INTERNATIONAL SOCCER OR INTERNATIONAL FOOTBALL IS NO MORE JUST A GAME ||

[hyperTheme A3A] [A³ Argument / Stage 1]

it is not a game where one poor ball | you know the ball is so poor | its being kicked by 22 people | -] if you are from outer space | if suppose you are from a different planet | you know a different world | you'll come | and see these human beings so stupid so crazy [10:52:00] | 22 people kicking after one ball | and the poor ball is trying to run away | and yet they go | and catch it | and kick it again and again and again and again | that's a very sad thing | they will say why is this one living thing football getting beaten up so badly by these 22 people | the people from outer space will never understand the crazy behavior of human beings | so you find but for our class I want to say that international soccer is not just a game | it is not played by only 22 people with a ball ||

[hyperTheme A3B] [A³ Argument / Stage 2]

you find that whenever this World Cup comes about | there is a lot of nationalism in the air | you go to Korea | now you feel that Korea has become a great nation | even though its only South Korea | then you come to Japan | and in Japan even you find that in Oita | like next week we want to declare one week holiday for lectures | [10:53:00] so that students can celebrate the three matches next week played in Oita stadium | anyway some of us will sleep at home | some of us will just walk around APU campus | but that's okay | but we know that we are celebrating World Cup in Oita | so everybody feels very very nationalistic | so let me say nationalism ||

[hyperTheme A3C] [A³ Argument / Stage 3]

and also you find it has become a very important game for countries to get international influence | we will see how Korea and Japan try to do this ||

[macroTheme A3D] [A³ Argument / Stage 4] [A^{3A} Exposition core / Thesis]

AND THEN YOU FIND THAT WORLD CUP IS ALSO VERY VERY RELATED TO ECONOMICS AND POLITICS ||

[hyperTheme A3D1] [A^{3A} Argument / Stage 1]

when you have World Cup | you can sell more Hyundai car to say a country like Ecuador or Nigeria | or you can say sell more Toyota car | because the World Cup is in Japan | every World Cup player gets a free Toyota car | whenever you score one goal | you get a Toyota car [10:54:00] | you don't agree | [-] you will be very surprised if if Senegal can become the world champion | I think the Senegalese government will give them each probably ten million US dollars as a gift as a cheque | and they will get like a great treatment | they will be heroes | probably they will put statues everywhere in Senegal for these people who played football for Senegal ||

[macroNew A3D] [A^{3A} Reiteration of Thesis]

SO YOU MUST REMEMBER THERE IS A LOT OF ECONOMICS AND POLITICS GOES ON ||

[discourse/macroTheme A3E] [A² Argument / Stage 5] [A^{3B} Exposition macro / Thesis]

AND WHO ARE THE LEADERS OF NATIONAL OF FOOTBALL TEAMS ||

[hyperTheme A3E1] [A^{3B} Argument / Stage 1]

not the people who play football | people who have many many industries | these are are ah ah company leaders | people in business | they are the ones who are involved in football ||

[macroTheme A3E2] [A^{3B} Argument / Stage 2] [A^{3B1} Exposition core / Thesis]

SO MANY OF YOU ARE STUDYING APM | YOU ARE WASTING TIME STUDYING APM | IF YOU ARE REALLY CLEVER AFTER THIS WORLD CUP | YOU WILL TRY TO BECOME A PROFESSIONAL FOOTBALL MANAGER [10:55:00] | AND RUN YOUR OWN FOOTBALL CUP | WHO KNOWS YOU MIGHT MAKE MILLIONS OF DOLLARS ||

[hyperTheme A3E2A] [A^{3B1} Argument / Stage 1]

foo=-having a football club is one way of becoming a good businessman | if you don't want to be | suppose you think football not so good | its okay | have one football club and one badminton club and many other club | people are going to become crazy as people become wealthy | they need places to spend money | and football is one way people like to spend money | so why not be intelligent | and get the money to yourself | so if you are very smart | after this lecture you will get together | and think how to organize a football club in your life | not to play football | *ah* in fact girls can become very good managers of football clubs | so you can become a very successful businessman just organizing football matches alright ||

[hyperTheme A3E2B] [A^{3B1} Argument / Stage 2]
so if you are very smart | *ah* in 20 years time you can try to get the World Cup to only Oita prefecture | [10:56:00] not to Japan only Oita prefecture organize the World Cup | if you are smart you can start planning | anyway I am just giving idea for business | probably there is no course in APU which teaches how to make money from sports | people are saying go and work for a company | work for Toyota company | sell this sell that | what about organizing games | think about it | if you a- if you want my consultancy you can come | and see me | I will see how many how much percentage | I must charge you | if you are going to be | I know whether you are going to be successful or not | if you are going to be successful | I better work out my percentage | then I also can leave APU | and join your football club okay ||

[macroTheme A3F] [A² Argument / Stage 6] [A^{3C} Factorial Explanation *core* / Outcome]
 WORLD CUP 2002 IS *AH* LIKE FOR INSTANCE IF YOU REMEMBER MAY 31ST | I I HOPE MANY OF YOU LISTENED TO MY LECTURE LAST WEEK | AND WATCHED THE FIRST WORLD CUP BETWEEN FRANCE AND SENEGAL | NOW JUST AN *AH* EXAMPLE OF NATIONALISM NOW WHEN SENEGAL WON ONE ZERO [10:57:00] WHAT DOES IT MEAN ||

[hyperTheme A3F1] [A^{3C} Factor / Stage 1]
now France is a very big country | it has gr- great professional football teams | many of you know some of their names well | Senegal is a very very poor country in a small country in west Africa | and in fact Senegal was a colony of France | the people of Senegal speak only French an- | but they are very very poor ||

[hyperTheme A3F2] [A^{3C} Factor / Stage 2]
and yet you find Senegal such a small country won its former master | and all the people in Senegal became very very nationalistic | and whether the people of Senegal like their President or not that day | they supported their president | and so they president also could also safely come out | walk in the street | shake hands | and he said the next day is a public holiday | [-] so na- football can create such nationalism among people of Senegal | and today Senegal is very very proud in the world that such a small country has produced a giant team [10:58:00] that can beat giant France | and of course the poor French people are very very depressed | they are waiting for the next game to make sure that they correct this | and become the champion again | so we will see until the end of this month | what will happen to France | and what will happen to Senegal ||

[discourse/macroTheme A4] [A Argument / Stage 2] [A⁴ Exposition *macro* / Thesis]
 AND AND *AH* SO YOU FIND AND LETS THINK ABOUT THIS WORLD CUP 2002 | YOU FIND THAT THE WORLD CUP 2002 IS THE FIRST IN MANY MANY CASES ||

[hyperTheme A4A] [A⁴ Argument / Stage 1]
first of all this is the first time 32 countries are playing in the football match | 32 teams is very very great number of teams | that's why we have so many games everywhere | every stadium that is using that we are using we have three matches being played ||

[hyperTheme A4B] [A⁴ Argument / Stage 2]

and then you find this is the first World Cup for this century | many of us forget that we are in the 21st century right | we forget only when we die | probably we will [10:59:00] remember that we died in the 21st century | anyway all of us here are born in the 20th century | anybody born in the 21st century | you must be 2 years old | and you must be such a clever person to come to my lecture today | you must be very very great | I can trust you | so you find we all are in the 21st century | and this is the first World Cup ||

[hyperTheme A4C] [A⁴ Argument / Stage 3]

and we all are lucky that we all get to watch football in the real time | when Senegal scores the goal | we can see the goal now | its up | whereas all the previous World Cup like I remember all my life I had to watch in the middle of the night or sometimes in the afternoon | sometimes like this time I had to stop the lecture | and watch during the lecture | because they are playing in a different part of the world | this is the first time you will get to see the World Cup | when you are sitting in front of the screen | and in the evening not not any time of the day ||

[discourseTheme A4D] [A⁴ Argument / Stage 4] [A^{4A} Factorial Explanation *core/ Outcome*]

AND THEN YOU FIND THIS IS THE FIRST TIME FIFA HAS ALLOWED A WORLD CUP [11:00:00] TO BE ORGANIZED IN ASIA | AGAIN THERE IS A LOT OF DEBATE LATER | WHY FIFA FOR THE FIRST TIME SAID IT IS A JOINT IT IS A *AH AH* A JOINT BETWEEN TWO COUNTRIES AND NOT LIKE EUROPEAN OR *AH* LATIN AMERICAN OR UNITED STATES WHERE THEY GIVE ONLY THAT COUNTRY ||

[hyperTheme A4D1] [A^{4A} Factor / Stage 1]

because many people feel the FIFA people especially dominated by Europe | they feel that Asians are not so good to organize each country by themselves | so that's why they forced Japan and Korea to combine together | and hold it | whereas all the other previous matches before have been organized by only one country | like the next one is being organized by Germany alone | and so you find of course this is the first World Cup where two countries come together and co-host the tournament | so we will see by the end of this lecture and probably by the end of your discussion | whether this was a very wise thing | or is it going to cause a lot of [11:01:00] heartache for people ||

[macroTheme A5] [A⁵ Exposition *core / Thesis*]

NOW HAVING ASKED AL- ALL THESE THINGS | I WANT TO TELL YOU WE ARE IN THE ASIA PACIFIC [-] WE ALL THE TIME THINK PROBABLY THIS FOOTBALL IS EUROPEAN INVENTION | DIDN'T PEOPLE IN THE ASIA PACIFIC THINK ABOUT FOOTBALL | SOMETIMES WE WILL ASK SOMETIMES | I HAVE ASKED | SO I DID A LITTLE BIT OF SEARCHING AROUND | AND THIS IS WHAT I FOUND ||

[hyperTheme A5A] [A⁵ Argument / Stage 1]

in 2nd and 3rd century BC China | I mean these are documents *uh* which show that people in China not everybody *yah* | according to the document these must be people in the royal family *yah* | they play a game called *suchi* | and this is a game where it is a leather ball | its made of leather | and its controlled by the feet | and they try to kick it between two poles | these are already existing in the 2nd and 3rd century BC ||

[hyperTheme A5B] [A⁵ Argument / Stage 2]

then even in Japan 1400 years ago we see documents where the game is called kemari [11:02:00] | and this kemari people used to use their feet only to prevent the ball from hitting the ground as they pass it to each other | so if people stand in a circle | you hit the ball | the ball should be fall should not fall to the ground ||

[hyperTheme A5C] [A⁵ Argument / Stage 3]

and in my own lifetime I played a game like this | in Malaysia Indonesia and Thailand there is a game called | this is a Malay word | probably in Thai it is different | probably in Javanese its different | in southern Philippines its different | sepak thakkro | this is a ball made from bamboo *ah*

very thin bamboo | and you find that we have like a net ball *ah ah ah ah ah ah* thing | and then we have to kick it with feet | we cannot use our fingers | you can use your head | you can use your shoulders any part of the body except your hands | and you cannot allow the ball to touch the ground ||

[macroNew A5] [\[A⁵ Reiteration of Thesis\]](#)

SO YOU FIND SUCH THINGS USING THE FEET IS QUITE COMMON IN ASIA PACIFIC | [\[11:03:00\]](#) IF ANYBODY DOESN'T KNOW HOW TO PLAY A GAME WITH FEET WATCH THAI KICK BOXING | YOU KNOW THAI KICK BOXING | THAI KICK BOXING THEY USE THE FEET TO SLAP THE OTHER PERSON | AND THEY CAN EVEN KILL THE OTHER PERSON IN THAI KICK BOXING | IF ANY OF YOU DON'T KNOW WHAT IS THAI KICK BOXING | PLEASE WATCH IT OVER THE ANYWHERE IN THE INTERNET | ANYWAY MANY OF THESE GAMES THAT I MENTIONED PROBABLY YOU CAN FIND IT IN THE INTERNET ALSO ||

[macroTheme A6] [\[A⁶ Descriptive Report *core/* Classification\]](#)

NOW LETS LET ME GET BACK | AFTER TELLING ABOUT THE ASIA PACIFIC | AND YOU FIND THAT HOW IS THE ASIA PACIFIC DOING IN FOOTBALL | NOW FIFA HAS AL- RECOGNIZED 203 NATIONAL TEAMS IN THE WHOLE WORLD | SO IF YOU WANT TO KNOW WHETHER YOUR COUNTRY IS RECOGNIZED BY FIFA AS HAVING A FOOTBALL TEAM | PLEASE GO TO FIFA DOT WORLD CUP I THINK | *ah* THEY SHOW IT IN ALL THE *ah* ALL THE *ah* STADIUMS *uh* FIFA DOT WORLD CUP | I THINK THAT'S THE INTERNET SITE YOU CAN GO | AND SEE [\[11:04:00\]](#) WHICH IS THE RANKING OF YOUR COUNTRY | NOW I JUST TOOK SOME COUNTRIES FOR ASIA PACIFIC | NOW FROM 1993 FIFA HAS BEEN RANKING COUNTRIES | WHAT IS THEIR POSITION IN THE WORLD CUP | I MEAN IF TWO TEAMS FIGHT TOGETHER | WHAT IS THE RANKING OF THE COUNTRY | SOME COUNTRIES SINCE 1993 HAVE MOVED UP | BECOME BETTER TEAMS | SOME COUNTRIES HAVE FORGOTTEN ABOUT FOOTBALL ||

[hyperTheme A6A] [\[A⁶ Description / Stage 1\]](#)

so if you take Japan in 1993 | it was in the 43rd position | it has become now the 32nd position in the World Cup list ||

[hyperTheme A6B] [\[A⁶ Description / Stage 2\]](#)

and if you take South Korea from 36 it went down to 40 ||

[hyperTheme A6C] [\[A⁶ Description / Stage 3\]](#)

China from 45 to 50 now you must remember in 1986 Hong Kong beat China in regional games | and all over China they literally had riots saying that how can China such a big country lose to a tiny Hong Kong | and so after that China has even set up a school [\[11:05:00\]](#) for young people | they just play football everyday to produce the national team | and that's why you find China is rising very fast in World Cup tournaments ||

[hyperTheme A6D] [\[A⁶ Description / Stage 4\]](#)

and similarly in Thailand from 66 Thailand has improved its position ||

[hyperTheme A5E] [\[A⁶ Description / Stage 5\]](#)

and Indonesia has improved its position from 98 to 92 ||

[hyperTheme A6F] [\[A⁶ Description / Stage 6\]](#)

Malaysia from 75 fallen to 112 | it is a nation that has lost football ||

[hyperTheme A6G] [\[A⁶ Description / Stage 7\]](#)

and similarly 61 North Korea has gone down to 126 ||

[hyperTheme A6H] [\[A⁷ Description / Stage 8\]](#)

and Hong Kong from 103 it has gone to 142 ||

[Topic Phase B: Preview]

LETS GO TO THE SECOND PART WHY CO-HOST THE WORLD CUP ||

[macroTheme B1] [B¹ Historical Account *core/ Background*]

NOW IF YOU LOOK AT THE HISTORY | THE READINGS THAT I HAVE GIVEN YOU | YOU WILL FIND THAT JAPAN WAS ONE OF THE FIRST COUNTRIES IN FACT THE FIRST ASIAN COUNTRY WHICH *ah ah* IN *ah* IN NO-NOVEMBER 1989 IT SAID IT WANTS TO DO THE WORLD CUP | IT WANTS TO BE THE FIRST COUNTRY IN ASIA TO HOST THE WORLD CUP | AND THEY WERE VERY VERY | *ah ah* AT THAT TIME ONLY JAPAN WAS ABLE TO ORGANIZE | BECAUSE JAPAN BY THAT TIME WAS CONSIDERED THE SECOND RICHEST NATION IN THE WORLD | AS YOU KNOW JAPAN'S ECONOMY HAD BECOME VERY BIG IN THE WORLD | AND IN THE ENTIRE ASIA JAPAN WAS THE LEADING ECONOMY [11:07:00] ||

[hyperTheme B1A] [B¹ Event / Stage 1]

and at that time Joao Havelange it's a Brazilian name | he was the president of FIFA | and he supported Japan quite a lot | and Japan felt that with the strong support of the president of FIFA | it is no problem to get World Cup to be brought to Japan ||

[hyperTheme B1B] [B¹ Event / Stage 2]

and then of course *ah ah ah ah* Japan also I mean listening to the president of FIFA organized the under seventeen championship in 1993 | to show to the world that it is capable of organizing football tournaments world level football tournaments ||

[hyperTheme B1C] [B¹ Event / Stage 3]

and also at this point you find that everybody knew that Japan is economically wealthy | they won't be stingy they will spend quite a lot of money | to organize a good World Cup | if it is given ||

[hyperTheme B1D] [B¹ Event / Stage 4]

and if you look at Japan | because [11:08:00] if you look at all the football fields | you find that a lot of advertisements | you find that they are major sponsors of FIFA | three of them were from Japan like Fuji photo film Canon JVC | they were already sponsoring FIFA ||

[macroNew B1] [B¹ Deduction]

AND SO JAPAN FOOTBALL ASSOCIATION JFA FELT THAT IT IS NO PROBLEM | SINCE WE LAID THE CLAIM FIRST AND WE HAVE STARTED | AND WE ARE VERY SUCCESSFUL | AND SO THEY SAID WE WILL GET IT ||

[discourseTheme B2] [B² Factorial Explanation *macro/ Outcome*]

BUT THEN YOU FIND AFTER ABOUT 1993 UNTIL 1995 THOSE TWO YEARS | THIS IS 1989 SOMEWHERE IN 1993 AND SOMEWHERE BETWEEN *ah* 1993 AND 1995 | IN THOSE TWO YEARS YOU FIND THERE WERE THREE DISASTERS THAT STRUCK [-] JFA'S CALCULATIONS | JFA IS JAPAN FOOTBALL ASSOCIATION | THREE MISCALCULATIONS ||

[macroTheme B2A] [B² Factor / Stage 1] [B^{2A} Historical Account *core/ Background*]

ONE WAS THE GREAT TRAGEDY AT DOHA QATAR | [11:09:00] DOHA IS THE CAPITAL OF QATAR | NOW WHAT HAPPENED IN THIS TRAGEDY ||

[hyperTheme B2A1] [B^{2A} Event / Stage 1]

you find that in 1993 October 1993 | there was the Asian Football Championship AFC | [-] [*writes on the blackboard*] see before you go to the World Cup | you must fight the region Asia Africa Europe South America North America and so on | so Asian Football Championship was held | to select the best teams that would go to the World Cup in United States 1994 World Cup | so Japan was playing in that ||

[hyperTheme B2A2] [B^{2A} Event / Stage 2]

and actually Japan was playing the last game the fifth game in its group right | as you know there are about four teams | and they all play | and it was playing the fifth game | and the final game all they had to do | and they were actually fighting against Iraq [*writes on the blackboard*] | [-] [11:10:00] now Iraq did not actually have a very good team | and everybody I mean the team from Japan thought it is easy to beat Iraq | something like France thought on the first day it is very easy to beat Senegal | *ah* just like *ah* give them 10-0 like that | Senegal would be | France will get ten goals and Senegal zero | and so they all were playing | but it never happened | so like that everybody I mean Japan Japan's team thought its easy to beat Iraq | and go on to the finals | but what happened was that [-] like Japan could win 2-1 right | Japan scored two goals | and Iraq scored one goal and | you must remember there was injury time | injury time means two three minutes extra | and in that time Iraq scored one goal | so it became 2-2 | so it became a draw | and the game ended | and that's it ||

[hyperTheme B2A3] [B^{2A} Event / Stage 3] **you find that once [11:11:00] even though in that group Japan had already beat South Korea right | it already had beat South Korea | it had already beat North Korea | it had won them in a football match | but on a goal average South Korea had scored more goals** | so South Korea and Saudi Arabia got selected for the World Cup | and Japan could not qualify for the World Cup | because it drew with Iraq on points number of points right | he is going to check | whether the game with China has started or not [la] | today the game with China has started | so he going to check | make sure | that's alright ||

[discourseTheme B2B] [B² Factor / Stage 2] [B^{2B} Exposition *macro* / Thesis] SO YOU FIND THAT *AH* AT ONCE AT ONCE THAT EVENING ITSELF I THINK IT MUST HAVE BEEN A PARTY | THE DAY JAPAN LOST TO QUALIFY FOR THE WORLD CUP IN 1993 | AND SOUTH KOREA QUALIFIED | THE GREAT CHUNG MONG JUNG OF SOUTH KOREA DECLARED THAT EVENING ITSELF THAT SOUTH KOREA WILL ALSO ASK TO BE THE HOST FOR [11:12:00] 2002 WORLD CUP | SO THAT'S WHERE JAPAN'S HEADACHE STARTED | AND AFTER THAT IT BECAME A REALLY *AH AH* A CHALLENGE FOR *AH* JAPAN ||

[macroTheme B2B1] [B^{2B} Argument / Stage 1] [B^{2B1} Biographical Recount *core* / Orientation] NOW I WANT TO TELL ABOUT MR. CHUNG MONG JUNG | NOW HE IS A VERY GREAT PERSON | I HOPE SOME OF YOU WILL READ ABOUT HIM IN THE INTERNET | HE HAS ALSO WRITTEN A BOOK IN NIHONGO WHAT I WANT TO TELL THE JAPANESE | HE WANTS TO TELL SOMETHING TO THE JAPANESE PEOPLE | HE HAS WRITTEN IN NIHONGO WHAT I WANT TO TELL THE JAPANESE | SO PLEASE READ THIS BOOK | IF YOU CAN ||

[hyperTheme B2B1A] [B^{2B1} Event / Stage 1] **and Chung Mong Jung he is the sixth son of the founder of the Hyundai group** | now the Hyundai group is not a small chicken burger group | if you are in Korea | Hyundai is a big industry | now he is the sixth son of the founder of the Hyundai group | he is not an ordinary person *uh* | so I hope one day he will come to APU | and tell what I want to tell APU students okay | so he is the [11:13:00] sixth son ||

[hyperTheme B2B1B] [B^{2B1} Event / Stage 2] **and you find that he was born in 1952** | and he studied economics at Seoul University | so when he studied at Seoul University | some professor must have told him you better take up football club right | just like I am telling you today take up a football club | don't sit here | and waste your time for an A+ | think about a football club ||

[hyperTheme B2B1C] [B^{2B1} Event / Stage 3]

and then he was also the president of Hyundai heavy industries | I mean he was already a very successful person business leader ||

[hyperTheme B2B1D] [B^{2B1} Event / Stage 4]

and you find that he was also an independent member to the Korean parliament | he was also elected to the parliament ||

[hyperTheme B2B1E] [B^{2B1} Event / Stage 5]

and you find that he became in 1993 January | the Koreans were very smart | they made him the president of the Korean Football Association | and so at the end of the year itself he declared Korea will host the the World Cup | see he is a very very clever man [11:14:00] | he knows what he wants in life | he doesn't waste time | he is not interested in the football *uh* | he is interested in Korea and industry ||

[hyperTheme B2B1F] [B^{2B1} Event / Stage 6]

and so and then in May 1994 the following year there was an election held in Kuala Lumpur to elect the vice president of FIFA | there are four or five vice presidents | and Japan also competed to be elected to be one of the vice presidents | but unfortunately Japan could not win | and Chun Mong Jung got elected as one of the vice presidents | that means he joins the 21 member committee of FIFA 21 members | and the minute you are the vice president sitting there | you know you can talk to many people | you can say please support Korea | don't support Japan | Japanese are very bad people ||

[macroNew B2B] [B^{2B} Reiteration of Thesis]

ANYWAY HE HE WAS VERY SUCCESSFUL CHUN MONG JUNG | BECAUSE HE ROSE BY 1994 | HE BECAME SO PROMINENT IN KOREA AND IN FOOTBALL AND IN THE WORLD OF FIFA [11:15:00] | YOU FIND THAT CHUN MONG JUNG HAD A VERY IMPORTANT FACTOR IN MAKING SURE THAT JAPAN DID NOT BECOME THE TOTAL HOST FOR THE WORLD CUP ||

[discourse/macroTheme B2C] [B² Factor / Stage 3] [B^{2C} Exposition *macro/ Thesis*]

THEN HAVELANGE NOW HAVELANGE IS A VERY VERY INTERESTING MAN ||

[hyperTheme B2C1] [B^{2C} Argument / Stage 1]

he was the first non European to beat the European people in FIFA to become the president | and the minute he became the president | he knew that the world has changed | Europe is no more the centre of world's economic activity | he knew that United States and Asia Pacific is every very important | so when he came to Asia Pacific | he knew Japan was the leading economy | and United States was the leading economy ||

[macroTheme B2C2] [B^{2C} Argument / Stage 2] [B^{2C1} Descriptive Report *core/ Classification*] IT WAS UNDER HIS PRESIDENCY THAT HE INTRODUCED A LOT OF NEW THINGS FOR SOCCER ||

[hyperTheme B2C2A] [B^{2C1} Factor / Stage 1]

he introduced youth championship under 20 ||

[hyperTheme B2C2B] [B^{2C1} Factor / Stage 2]

then *ah* he also that is the youth seventeen | some of you might have played *uh* ||

[hyperTheme B2C2C] [B^{2C1} Factor / Stage 3]

and then he brought a lot of companies to sponsor FIFA ||

[hyperTheme B2C2D] [B^{2C1} Factor / Stage 4]

and he tried to focus on USA and East Asia | so that is why in 1994 United states hosted the World Cup [11:16:00] | and 2002 he wanted Japan to host it ||

[hyperTheme B2C3] [B^{2C} Argument / Stage 3]

but then you find as time passed his everybody began to challenge his presidentship | they said he became a dictator | and as a dictator he must be removed as president of FIFA | and because Japan was very close to Havelange | they said denying Japan the right to host the World Cup is one way of hitting at Havelange ||

[discourseNew B2C] [B^{2C} Reiteration of Thesis]

SO IN THE FIGHT TO BRING DOWN HAVELANGE | JAPAN ALSO LOST THE CHANCE TO BE THE AH AH THE COUNTRY THAT CAN HOST EVERYTHING | SO ACTUALLY WHEN LOST FINALLY AS PRESIDENT | WHEN HE WAS REMOVED | EVERYBODY SAID THAT'S THE END | DEMOCRACY HAS COME BACK TO FIFA ||

[Topic Phase C: Preview] [C Historical Recount *macro* Background]

AND THEN I WANT TO TALK TO YOU [11:17:00] ABOUT WHAT HAPPENED BEFORE THE DECISION TO CO HOST A WORLD CUP WAS DECLARED | AND AFTER IT WAS IT WAS ALLOWED ||

[discourse/macroTheme C1] [C Event / Stage 1] [C¹ Historical Account *macro* Background]

[-] NOW ONCE AH KOREA SAID THEY ALSO WANT TO HOST WORLD CUP | AND JAPAN ALSO WANTED TO HOST WORLD CUP | NOW EACH COUNTRY ORGANIZED A NATIONAL AH AH AH AH SORT OF COMMITTEE WHICH WILL GO AROUND THE WORLD AND CAMPAIGN THE 21 MEMBERS [POINTS AT THE BLACKBOARD] TO CONVINCE THEM | SO THEY WILL SUPPORT EITHER JAPAN OR KOREA | NOW WHATEVER IS IN RED COLOR HERE IS WHAT THE KOREANS AH AH AH SAID ABOUT JAPAN BAD THINGS UH | AND WHATEVER IS IN BLUE COLOR IS WHAT JAPANESE COMMITTEE SAID ABOUT KOREA | SO WHAT IS THE CRITICISM ||

[macroTheme C1A] [C¹ Event / Stage 1] [C^{1A} Historical Account *core* / Thesis]

BOTH JAPAN AND KOREA GAVE A LOT OF GIFTS AND INVITATIONS TO THEM ||

[hyperTheme C1A1] [C^{1A} Event / Stage 1]

so if you are member of FIFA | and you come to Tokyo airport Narita airport [11:18:00] | you get a special car probably | and then probably they deliver a car to your home | wherever you are in the world free car also ||

[hyperTheme C1A2] [C^{1A} Event / Stage 2]

then you get first class hotel ||

[hyperTheme C1A3] [C^{1A} Event / Stage 3]

suppose your son wants to study in APU | he gets scholarship also no problem | the company gives scholarships | you get one company in Japan to gives scholarships | send to APU ||

[hyperTheme C1A4] [C^{1A} Event / Stage 3]

so gifts and invitations until ah ah everybody said this is becoming too much | because the same 21 people they take money from Korea | they take money from Japan | after sometime it becomes a problem whom to support | because everybody is giving you gifts | everybody is giving you good hotel good food | so you must become member of the FIFA team FIFA board | then your life is very good | you know for four years you enjoy a very good life anyway ||

[hyperTheme C1B] [C¹ Event / Stage 2]

and then ah Japan said look we have superior technology and infrastructure like the 3D ah cameras for instance ||

[hyperTheme C1C] [C¹ Event / Stage 3]

and whereas Korea said look at Japan Japan's war time activities are very bad | we should not support Japan [11:19:00] | because there are many countries in the world which are talking about human rights | so Korea used this against *ah ah ah* Japan ||

[hyperTheme C1D] [C¹ Event / Stage 4]

and Japan said they have the most modern transportation network ||

[macroTheme C1E] [C¹ Event / Stage 5] [C^{1B} Historical Recount *core* / Background]

SO YOU FIND THAT KOREA FOR INSTANCE IN 1994 AND 1995 | THEY TOOK A TOUR ||

[hyperTheme C1E1] [C^{1B} Event / Stage 1]

like *ah ah ah ah ah* the the president of *ah* Korea football association he took a tour | they visited 34 countries in 133 days telling all the leaders you must support Korea | and when when when the Hyundai leader goes that means business also goes *uh* | he says Korea will give you so much commission | you please support us in football | so you find that there is no more football | they are not talking about the ball | they're talking about business | they're talking about politics ||

[hyperTheme C1E2]] [C^{1B} Event / Stage 2]

and in 1995 they visited 35 countries to convince them | because you must remember there are 201 national teams ||

[hyperTheme C1F] [C¹ Event / Stage 6]

and so you find a- a- and the Koreans said Japan started the J league very late [11:20:00] | whereas the K league has been there very very long | K league is the Korea league professional foot cup *uh* football ||

[hyperTheme C1G] [C¹ Event / Stage 7]

and the Koreans also did a survey | and they said only 29 percent of the people wanted World Cup | whereas in Korea how many 85 percent of the people love World Cup | so you please put the World Cup in Korea ||

[hyperTheme C1H] [C¹ Event / Stage 7]

so like this they went on for debating | and a lot of money exchanged hands | there is corruption bribery *uh* | you must remember corruption bribery a lot of money exchanged hands | I think they sent spent something like 83 million US dollars | each of them trying to buy people to support them | that is so far | you can read | and find out ||

[discourse/macroTheme C2] [C Event / Stage 2] [C² Factorial Explanation *macro* / Outcome]

THEN AFTER THAT EVERYBODY BECAME WORRIED [-] | WHAT IF WE GIVE JAPAN | [-] KOREA PEOPLE IN KOREA WILL GET UPSET | WHAT IF WE GIVE ONLY KOREA | PEOPLE IN JAPAN WILL GET UPSET ||

[hyperTheme C2A] [C² Factor / Stage 1]

like for instance if Korea has got the World Cup | then Japan Football Association is closed | I think the people in Japan [11:21:00] especially who love football they will go and kill the chairman of the JFA for losing it | such hatred *uh* against JFA for not being so effective ||

[macroTheme C2B] [C² Factor / Stage 2] [C^{2A} Exposition *core* / Thesis]

THEN THE POLITICAL PROBLEMS IN JAPAN ||

[hyperTheme C2B1] [C^{2A} Argument / Stage 1]

like for instance even in Oita the governor has invested so much money in building the stadium | they are only playing three matches | many people in Oita are quite angry | you put so much money | how much money are we getting back ||

[hyperTheme C2B2] [**C^{2A} Argument / Stage 2**]

we have lost so much money in every prefecture in Japan | the governors are in political danger | so you find that if anything goes wrong | all these people who took money from Japan also in trouble [*points at Blackboard*] | because the JFA will say all these people took bribery from us problem a lot of problem ||

[hyperTheme C2C] [**C² Factor / Stage 3**]

and then you find that the Japanese people will say that the Koreans are very very smart | we must hate Koreans | so rise in anti-Korean feeling ||

[hyperTheme C2D] [**C² Factor / Stage 4**]

and suppose Korea had lost Korea | Koreans would say the Japanese are always trying to undermine us | [11:22:00] you see even in football they cheated us really so anti-Japanese feeling ||

[macroTheme C3] [**C Event / Stage 3**] [**C³ Factorial Explanation core/ Outcome**]

SO IN ORDER TO AVOID ALL THAT FIFA DECIDED TO GIVE THEM CO HOSTING | BUT THEN AFTER FIFA DECIDED | SO MANY PROBLEMS CAME TO THE FRONT ||

[hyperTheme C3A] [**C³ Factor / Stage 1**]

Japan and Korea are not the same | even though they are neighbors | they have different languages ||

[hyperTheme C3B] [**C³ Factor / Stage 2**]

they have different currencies different money | you cannot of course you can use yen to buy in the Seoul airport right | but but you cannot use it very much ||

[hyperTheme C3C] [**C³ Factor / Stage 3**]

and then they have no history of cooperation between the police and the security and immigration | all these has to be done ||

[discourse/macroTheme C4] [**C Event / Stage 4**] [**C⁴ Factorial Explanation macro / Outcome**]

SO IN ORDER TO AVOID ALL THIS PROBLEM | FIFA ESTABLISHED A COMMITTEE CALLED THE JAPAN KOREA SOCCER GROUP IN JULY 1996 | NOW THE MINUTE THEY ESTABLISHED THIS | THEY HAVE SO MANY KOREANS IN THE COMMITTEE SO MANY JAPANESE IN THE COMMITTEE | NOW THE THE QUARREL STARTED ||

[macroTheme C4A] [**C⁴ Factor / Stage 1**] [**C^{4A} Historical Account core/ Background**]

HOW CAN YOU NAME THE EVENT | SHOULD IT BE JAPAN-KOREA SHOULD IT BE FOOTBALL KOREA JAPAN FOOTBALL ||

[hyperTheme C4A1] [**C^{4A} Event / Stage 1**]

Japan says [11:23:00] **J comes first** | K comes next ||

[hyperTheme C4A2] [**C^{4A} Event / Stage 2**]

but then Koreans say in French Korea is written as C [*writes on the Blackboard*] really interesting problem ||

[hyperTheme C4A3] [**C^{4A} Event / Stage 3**]

so finally they say okay we allow Korea | because under French K comes after Japan | but C comes before J so Korea Japan | see a simple thing like that | so when you see Korea-Japan *ah ah ah ah* World Cup | you cannot take this for granted | many people quarrel this | and between *ah ah* Seoul and Tokyo many people flying many times just to settle this problem just this name *uh* ||

[hyperTheme C4B] [C⁴ Factor / Stage 2]

and then venue and schedule times so finally after much fighting they decided okay we will have the closing match in Japan | but the first match and the two semi finals must be in Korea | [11:24:00] Japan said okay | since *ah ah* JFA thought that they had already lost the chance to host World Cup totally | they said alright we will give it ||

[hyperTheme C4C] [C⁴ Factor / Stage 3]

then they had a lot of quarrels on the venue and time schedules then same thing with media and broadcasting | you must remember television stations can make a lot of money | NHK can make a lot of money just by broadcasting these things ||

[hyperTheme C4D] [C⁴ Factor / Stage 4]

so then they also there then they have to decide which teams must play where | because you must remember when France plays | more tickets are sold | [-] when some other countries play | three thousand seats are empty in the stadium | nobody goes there to even watch the game ||

[hyperTheme C4E] [C⁴ Factor / Stage 5]

you all know that then the same thing ceremonies ||

[discourse/macroTheme C4F] [C⁴ Factor / Stage 6] [C^{4B} Factorial Explanation *macrol*

Outcome] *AH AH AH AH AH* THEN THE IMPORTANT THIS IS THE MASCOT | LIKE IF YOU TAKE THE MASCOT | FINALLY FIFA CAME UP WITH THREE MASCOTS | NOW THIS MASCOTS ARE A VERY VERY INTERESTING ISSUES | WHAT IS THIS MASCOT | SO FINALLY WHEN THEY DECIDED THE NAME | THEY SAID OKAY | AFTER THIS DEBATE THEY PUT KOREA JAPAN ||

[macroTheme C4F1] [C^{4B} Factor / Stage 1] [C^{4B1} Descriptive Report *corel*
Classification] NOW THE MASCOT [11:25:00] **I HAVEN' T BROUGHT THE PICTURE HERE** |
BUT YOU CAN SEE IT IN THE INTERNET | IT' S A THREE CARTOON FIGURES ACTUALLY ||

[hyperTheme C4F1A] [C^{4B1} Description / Stage 1]

ah it shows the middle one is supposed to be a coach | and the other two are supposed to be players *uh* | now one of the *ah ah ah ah ah* mascot is called Ato | and the other one is called Kaz | the one in the middle is called Nick ||

[hyperTheme C4F2] [C^{4B} Factor / Stage 2]

now the people in Korea some of them said this Ato is similar to Atom | all the Japanese children know this cartoon figure Atom | you know that | how many of you never watched Atom in your life | [--] never | all my Nihon-jin friends never watch Ato Ato | I watch Atom [-] alright ||

[hyperTheme C4F3] [C^{4B} Factor / Stage 3]

and then this Kaz name is something very close to Muirakazuyoshi | the Koreans said this cannot be the thing | all these names are Japanese names | but anyway finally they said okay | we will we will have Ato Kaz and Nik as the coach | you must read these about this debate ||

[macroTheme C4G] [C⁴ Factor / Stage 7] [C^{4C} Factorial Explanation *corel* **Outcome]**

AND THEN THE SAME THING WITH THE TICKET ALLOCATION YOU KNOW ||

[hyperTheme C4G1] [C^{4C} Factor / Stage 1]

ah this time what whoever sells ticket they can keep the money | so like Oita can keep the money for the ticket they sell | but then the FIFA gave fifty-fifty | now Japan has three times the population of Korea three times | there is one Korean | there are three Japanese | and all the tickets in Japan got sold off faster | whereas in Korea they reduced the ticket | to get more people to buy | and that became a issue of quarrel between the two countries

Japan | said how can they charge lower price and so on | in fact Japan wanted more allocation | anyway this is another debate ||

[macroTheme C4H] [C⁴ Factor / Stage 8] [C^{4D} Factorial Explanation *core/ Outcome*]
AND ANOTHER IMPORTANT THING IS OPENING CEREMONY ||

[hyperTheme C4H1] [C^{4D} Factor / Stage 1]
according to FIFA rule whenever there is a opening ceremony | the head of the country must attend the ceremony | that means that the emperor of Japan must go to Korea | and attend on May 31st | but of course as you know in Japan | the government cannot tell the emperor what to do | so anyway | the imperial household said the emperor will decide [11:27:00] to visit Korea only in 2003 or 2004 | so the emperor did not go | so but the first time it was raised | the Koreans said the emperor cannot come to Korea | because all the Koreans will protest in the streets saying that during the Second World War the Japanese army killed too many Koreans | anyway I think in this case the emperor was more magnanimous | and said he is not interested in football | he was planting trees on that day | *ah* as you all know ||

[Topic Phase D: Preview]
ANYWAY SO YOU FIND CONCLUSION ||

[macroTheme D1] [D¹ Exposition *core/ Thesis*]
SO FOOTBALL IS A GOOD WAY TO PROMOTE | AND DIRECT NATIONALISM ||

[hyperTheme D1A] [D¹ Argument / Stage 1]
I I think this is very good the co-hosting | instead of Japan and Korea sending missiles across each other | they can quarrel | and still work together ||

[hyperTheme D1B] [D¹ Argument / Stage 2]
so in this way you find the World Cup has been able to direct Korean nationalism and Japanese nationalism to chase after one ball | and spend a lot of money buying beer | dancing | sitting in the stadium | taking trains buses ||

[macroNew D1] [D¹ Reiteration of Thesis]
ITS GOOD | ITS VERY [11:28:00] CONSTRUCTIVE ||

[macroTheme D2] [D² Exposition *core/ Thesis*]
AND IF YOU GO TO EUROPE | YOU WILL FIND THE WESTERN COUNTRIES HAVE BEEN PACIFIED | THEY HAVE BEEN MADE PEACEFUL BY THIS FOOTBALL ||

[hyperTheme D2A] [D² Argument / Stage 1]
every weekend people in Europe just watch football | they are crazy | they dance in the street | they drink | but that is a good way of keeping violence off the street and keeping football ||

[hyperTheme D2B] [D² Argument / Stage 2]
so just like in Western countries | where countries have been pacified | probably football may pacify between Korea and Japan and China North Korea | all of them may work together because of football ||

[macroTheme D3] [D³ Exposition *core/ Thesis*]
AND SO YOU FIND THAT IT CAN ACTUALLY PROMOTE VERY CONSTRUCTIVE SOCIAL PROGRESS ||

[hyperTheme D3A] [D³ Argument / Stage 1]

that is what I told my friends from Nepal that day | instead of fighting the Maoists | why can't you organize a soccer tournament a football tournament | ask the Maoists to send football teams | and then the Nepalese army also sends football teams | whoever wins the football team get a gold cup | and straight away everybody will stop fighting [11:29:00] ||

[macroNew D3] [D³ Reiteration of Thesis]

SO I HOPE EVERYBODY WHO HAS A PROBLEM AT HOME PLEASE TELL YOUR COUNTRIES TO ORGANIZE MORE FOOTBALL CLUBS AND MORE FOOTBALL TOURNAMENTS ||

[macroTheme D4] [D⁴ Exposition *core/ Thesis*]

NOW EVEN THOUGH THE OLDER GENERATIONS IN JAPAN AND KOREA HAVE BEEN QUARRELLING ON ALL THESE THINGS | YOU'LL FIND THE YOUNGER PEOPLE ARE ABLE TO ENJOY TOGETHER ||

[hyperTheme D4A] [D⁴ Argument / Stage 1]

so young Japanese travel to Korea | to watch the soccer | then they take the next plane to watch *ah ah* thing ||

[hyperTheme D4B] [D⁴ Argument / Stage 2]

and then you find *ah* this whether the Japan and Korea love each other or not this World Cup has forced them to work together | it is something like two neighbors | they hate each other | but then the daughter and the son have fallen in love | they have now have to have the wedding | so now they having the big festival World Cup ||

[hyperTheme D4C] [D⁴ Argument / Stage 3]

and whether Japan and *ah* Korea leaders like each other or not | they are working together to show the world that they can work | and as a result you find people talk to each other | and you can have political peace [11:30:00] ||

[macroTheme D5] [D⁵ Exposition *core/ Thesis*]

AND WHAT ARE THE BENEFITS FOR ASIA PACIFIC ||

[hyperTheme D5A] [D⁵ Argument / Stage 1]

like this can continue this World Cup probably the more people in the Asia Pacific will stop fighting | and they will all take up football first within the districts within the *ah* country then between the countries and between regions ||

[hyperTheme D5B] [D⁵ Argument / Stage 2]

and people will work together | even though they shout at each other in the football fields | they have to drink the same beer | Kirin beer right Kirin is the only one company ||

[hyperTheme D5C] [D⁵ Argument / Stage 3]

so you find and this has also opened the chance that there can be more co-hosting | like Singapore Malaysia Indonesia Thailand may want to co-host *ah ah* next World Cup | or the not next World Cup next World Cup is going to be in Germany after that South Africa I think ||

[DiscourseNew D] [?]

AND SO YOU FIND FOOTBALL IS NO LONGER A GAME IN WHICH 22 MEN CHASE AFTER A BALL | WHILE MILLIONS EAT | DANCE | DRINK | AND | SHOUT AND | SPEND MONEY ||

[Closing]

and anyway before I finish today | all the countries in East Asia are playing football | [11:31:00] China is playing football | south Korea is playing football | Japan is playing football | so please watch all the three matches from I think two thirty today okay | so good luck go to your discussion | see you all next time ||

APPENDIX 12 : Topic Phase Analysis of Lecture 4 (Lecturer B)

[Lecture Management]

[10:38:33] okay now ah today ah some announcements first today we start the class discussion | if you haven't gone into the Web CT | and you don't know which group you belong to which classroom you must go to | don't come | and ask me after the class | you just sit where you are seated | go | and find out after the class alright | [--] people are still talking | they are not keeping quiet [10:39:00] [# 45 secs] | I will come to you | and tell you to stop talking alright | we must always be ten thirty-five | you must stop talking | we must start the lecture right | next time if I see you talking | I am going to come to you | and say stop talking | so please don't let me do it every week | then you'll become [10:40:00] very famous | I know your name | I know your id | and I will take away thirty marks alright | so please don't do that again | now lets listen to the lecture today ||

[Preview]

ah today we are going to talk on a very interesting topic | many of you ah who are born | and brought up in Japan | for you this will be a very very new topic | because ah you'll not understand that how do people live with so many languages in their country and sometimes in one family | people can talk many languages | and coming from different language background | so today we are going to talk about the language diversity in the Asia Pacific | and how people are trying to solve this problem ||

[Topic Phase A: Preview] [A Exposition *macro/ Thesis*]

[-] NOW MANY OF US NEVER THINK ABOUT LANGUAGE UNTIL THIS LECTURE | WE FIND THAT LANGUAGE AND CULTURE ARE VERY VERY RELATED ||

[macroTheme A1] [A Argument / Stage ?] [A¹ Exposition *core/ Thesis*]

IN FACT YOU CANNOT BE A HUMAN BEING | IF YOU DON'T HAVE A LANGUAGE ||

[hyperTheme A1A] [A¹ Argument / Stage 1]

[-] **that doesn't mean people who cannot speak** [10:41:00] **don't use a language** | as you know they use hand language alright | even hand language is a language | and so you find for human beings without language it is very very difficult to be human ||

[hyperTheme A1B] [A¹ Argument / Stage 2]

but of course if you watch ah television programs | you find that even elephants have language | if you if you find a pack of elephants | you find that the oldest female is a really an encyclopedia | in fact all the other elephants follow the oldest female | they know where food is available where trees are located and everything | so almost every living thing has some form of communication with each other ||

[macroTheme A2] [A Argument / Stage ?] [A² Exposition *core/ Thesis*]

BUT HUMAN BEINGS ARE VERY VERY UNIQUE | LIKE FOR INSTANCE WE DON'T KNOW WHO INVENTED THE ENGLISH LANGUAGE ||

[hyperTheme A2A] [A² Argument / Stage 1]

we generally think the English people invented the English language | but of course if you ask the English people | they will say the Normans invented it | and the Scotts will not like the English | so the Scottish may say somebody else invented the language ||

[hyperTheme A2B] [A³ Argument / Stage 2]

but today we are using English language [10:42:00] **to learn** | and many of the things that we are learning today in the lecture | its not something I I made it | or you made it | somebody else made it ||

[hyperThemeA3] [A¹ Argument / Stage 3]

so it is through the language that we are learning how does one become Japanese in Japan | through the Japanese language | not through sushi | not by eating food | it is through the Japanese language | the language that your mother spoke to you your grandfather | spoke to you and the older generation ||

[Meditation A1]

you go to a Japanese cemetery | [-] like one thousand years ago somebody died | how are they communicating to you | of course some of us are very good | we can communicate with spirits right | we have all the ghosts and spirits sitting in this lecture theatre | some of us can see | but some of us I cannot see ||

[macroTheme A4] [A Argument / Stage 1] [A³ Exposition *core*/ Thesis]

BUT THEN YOU FIND THAT WE USE LANGUAGE TO TRANSMIT OUR CULTURE | [-] AND IF YOU REMEMBER MANY THINGS | LIKE WHAT SAY OUR GREAT GRANDPARENTS DID | OR WHAT THE MEIJI [10:43:00] EMPEROR DID ONE HUNDRED YEARS AGO MORE THAN ONE HUNDRED YEARS AGO | YOU FIND THAT IT IS THROUGH LANGUAGE THAT WE TRANSMIT OUR CULTURE ||

[hyperTheme A4A] [A³ Argument / Stage 1]

many a time when we learn Asia pacific management | we forget that language is very important | [-] without language you cannot make profit | can anybody has anyone made profit by not speaking a word | [-] very few people unless you are the most powerful emperor | then you show one finger | one head gone | you show ten fingers ten heads gone | but even that is a language | you know the minute the one finger comes up | your head is going next alright ||

[hyperTheme A4B] [A³ Argument / Stage 2]

but anyway so you find language is both a part of our culture | without language we cannot learn | even the computer operates on a language | if you all know | if you don't know this language | you cannot access a computer | same thing between human beings most of the time | we don't understand each other | because we don't understand the language we are speaking | yes I am speaking in English to you | [10:44:00] like many a time I say please keep quiet | but the person listening doesn't understand | even though the person knows please keep quiet | so I have to go nearby | and say please keep quiet | then the language becomes clearer ||

[discourseNew A] [A² Reiteration of Thesis]

SO YOU FIND THAT LANGUAGE IS A PART OF OUR CULTURE | AND IT IS THROUGH LANGUAGE THAT WE CAN TRANSMIT MANY THINGS ||

[Prophecy A2]

like many of us if you want to know our- ourselves | suppose you want to tell somebody one thousand years later that you were in APU | what is the best way you can do is to write a book | [-] write a book | and make sure saying that anybody who reads this book will get one million yen | and then you find that everybody will read the book | and then you can even have an examination in APU | anybody who can read the book | and answer questions will get one million yen scholarship | then you will find that every APU student will read your book | so think about it | probably when you make a lot of money | you can make people read your life history | [10:45:00] how you suffered in this class or APU | or whatever you did ||

[Topic Phase B: Preview]

SO LETS GO ON | THIS IS ABOUT THE IMPORTANCE OF LANGUAGE ||

[macroTheme B1] [B¹ Descriptive Report *core*/ Classification]

AND YOU FIND THAT IF YOU LOOK AT THE LANGUAGE DIVERSITY IN ASIA | ASIA IS A FANTASTIC PLACE | I MEAN SAME THING WITH AFRICA | BECAUSE OUR COURSE IS *ah* LIMITED TO ASIA PACIFIC | SO I'M ONLY TALKING ABOUT ASIA | AND WHAT IS RELEVANT | OF COURSE IF YOU TAKE AFRICA | IF

YOU TAKE LATIN AMERICA | *AH* EVEN YOU TAKE EUROPE | THE LANGUAGE DIVERSITY IS IMMENSE |
SO YOU FIND IN ASIA ALONE WE HAVE SOMETHING LIKE 1500 SPOKEN LANGUAGES ||

[hyperTheme B1A] [B¹ Description / Stage 1]

I don't think any of us here know more than probably four languages | I know only properly about four languages | probably some of our students from Africa might know ten languages | because they use ten languages everyday in their life | but probably if you are from the heartland of Japan | probably you know only Nihongo and then some English | because you are forced in APU [10:46:00] to study level three English | and come to this class | after this class you don't want to speak anymore English | its alright no problem | so but then all over Asia 1500 languages ||

[hyperTheme B1B] [B¹ Description / Stage 2]

we take India alone | it has 845 languages | if you take Indonesia | because all of us from Japan love to go to Bali | it has 300 spoken languages | now this is really immense issue ||

[hyperTheme B1C] [B¹ Description / Stage 3]

language diversity in Asia Pacific is very very important for people who want to make money | so if you want to make money | you better know the language of the place | before you set up a business | if you don't know | then you have to hire an expert | probably APU you will find many students who know the languages ||

[discourse/macroTheme B2] [B² Taxonomic Report *macro/* Gen. Classification]

NOW WE CAN CLASSIFY LANGUAGES ||

[macroTheme B2A] [B² Description / Stage 1] [B^{2A} Exposition *core/* Thesis]

WHEN WE CLASSIFY LANGUAGES WE CANNOT SAY ANY LANGUAGE IS SUPERIOR OR INFERIOR | ALL LANGUAGES ARE VERY IMPORTANT TO THE [10:47:00] PEOPLE WHO USE IT ||

[hyperTheme B2A1] [B^{2A} Argument / Stage 1]

for some of us we will say what is the use of studying say Vietnamese | because Vietnam is still a poor country | that is not important | in Vietnam for Vietnamese people Vietnamese is very very important language | it is probably the most important language for them ||

[macroNew B2A] [B^{2A} Reiteration of Thesis]

SO SIMILARLY ANYWHERE IN THE WORLD ANY SPOKEN LANGUAGE IS VERY IMPORTANT FOR THE PEOPLE WHO KEEP IT ||

[macroTheme B2B] [B² Description / Stage 2] [B^{2B} Descriptive Report *core/* Classification]

SO IF YOU TALK ABOUT THE MANY WAYS OF PUTTING LANGUAGES TOGETHER GENETIC RELATIONSHIP ONE | THIS IS TO SAY THEY BELONG TO THE SAME FAMILY ||

[hyperTheme B2B1] [B^{2B} Description / Stage 1]

so if we take Vietnamese Khmer I mean | there are some students from Kampuchea here | they all belong to what is called Austro-Asiatic family | its a family ||

[macroTheme B2C] [B² Description / Stage 3] [B^{2C} Descriptive Report *core/* Classification]

AND ANOTHER WAY YOU LOOK AT A LANGUAGE IS BY TYPES | I MEAN THIS IS VERY SIMPLE | YOU DON'T HAVE TO LEARN FOR THE EXAM JUST REMEMBER | IF SOMEBODY YOU CAN MAKE A ONE HUNDRED THOUSAND YEN BY TELLING SOMEBODY THIS MAKE A PROFIT | IF NOT FORGET IT ||

[hyperTheme B2C1] **[B^{2C} Description / Stage 1]**
you can make languages into [10:48:00] **SVO** | that is subject verb object like Thai Khmer Malay languages have this point | so if you have | a if you want to speak | I go to school right | so there is a subject | I go is verb | object is school right | so and there is also verb subject object | like for instances Philippines languages are something like that | you put the verb first | then the subject and then *ah* object ||

[macroTheme B2D] **[B² Description / Stage 4]** **[B^{2D} Descriptive Report core/ Classification]**

AND THEN WE CAN ALSO CLASSIFY LANGUAGES BY THE AREAS ||

[hyperTheme B2D1] **[B^{2D} Description / Stage 1]**
like we use the term South East Asian languages | [-] or we use the word South Asian languages | South Asian languages will be from Sri Lanka Bangladesh India Nepal Afghanistan Pakistan | or even portions of Tibet will be all South Asian languages ||

[macroTheme B2E] **[B² Description / Stage 5]** **[B^{2E} Descriptive Report core/ Classification]**

AND THEN WE HAVE MINORITY LANGUAGES | NOW THE TERM MINORITY MUST BE CAREFULLY USED | YOU MIGHT BE A MINORITY IN A COUNTRY | BUT YOU WILL BE A [10:49:00] MAJORITY IN A DIFFERENT COUNTRY ||

[hyperTheme B2E1] **[B^{2E} Description / Stage 1]**
like in the last lecture I said Mongols [-] **people who speak Mongolian languages are minority in China** | but in Mongolia Mongolians are the majority right | so it doesn't mean | [-] when you say a language is a minority | it is a it is a useless language ||

[hyperTheme B2E2] **[B^{2E} Description / Stage 2]**
so Japanese is a minority language in Singapore | only about three thousand or four thousand students study Nihongo in Singapore | but in Japan Japanese is a majority language | everything's in Japan | even the birds in Japan use only Nihongo | you know that anybody who has heard any birds speaking in English in Japan ||

[hyperTheme B2E3] **[B^{2E} Description / Stage 3]**
[--] **my dog understands only English** | he is now only learning Nihongo | I've taught him I've taught him *korewa* | come here | so when he gets lost people say *korewa* | and he knows come here something like that right | so like that but otherwise [10:50:00] he understands Malay some Chinese some English and a lot of Tamil | that's all my dog understands | my dog is learning Nihongo now you know | I hope you know what is a dog right [1a] | if anybody doesn't know what is a dog ask *ah* an English language class | and they will show you a dog | there are many types of dogs as you know right | many types of dogs not many races of dogs many types of dogs ||

[hyperTheme B2E4] **[B^{2E} Description / Stage 4]**
so minority doesn't mean the language is useless | **so take Mandarin for instance** | if you go to China | if you go to a school in China | if you go to a government *ah* any government department in China | you have to use Mandarin | of course in different parts of China the spoken language may be different | but if you come to Malaysia ||

[hyperTheme B2E5] [B^{2E} Description / Stage 5]
[#] **like if you go to Malaysia** | in Malaysia for instance it is a minority language | because the government doesn't promote it as the language of the government in Singapore | it will be one of the four official languages [10:51:00] of Singapore ||

[macroTheme B3] [B³ Descriptive Report *core* / Classification]
SO LET US USE ONE OF THE CLASSIFICATION | LIKE LETS USE THE CLASSIFICATION WHAT WE SAY GENETIC CLASSIFICATION OF LANGUAGES | NOW WHAT DOES THIS MEAN ||

[hyperTheme B3A] [B³ Description / Stage 1]
this means languages must share some features | that is the root word that must be similar | like the word for mother must be similar in all those languages | if you look at languages | there will be some root word | same thing like father that is a root word ||

[hyperTheme B3B] [B³ Description / Stage 2]
ah and then languages must have a common ancestor | somewhere millions of years ago they must have a common ancestor ||

[MacroTheme B4] [B⁴ Taxonomic Report *core* / General Classification]
NOW ALL THE LANGUAGES IN ASIA CAN BE CLASSIFIED AS BELONGING TO THESE LANGUAGES ||

[hyperTheme B4A] [B⁴ Description / Type 1]
like Austro-Asiatic like Vietnamese is Austro-Asiatic for instance Austronesian ||

[hyperTheme B4B] [B⁴ Description / Type 2]
like Dravidian if you don't know what is a ah Dravidian family of languages | I speak a Dravidian language [10:52:00] [*writes on the blackboard*] | like in Singapore we have this language as our school language | so I speak this is a Dravidian language | and somehow or other some Japanese scholars say this language and Japanese is related very very ancient times | I don't know how but probably you can ask Ohashi sensei or some other ah language experts in this university ||

[hyperTheme B4C] [B⁴ Description / Type 3]
then we have Indo-European languages like Hindi the national language of India or Sanskrit then Sino-Tibetan ||

[hyperTheme B4D] [B⁴ Description / Type 4]
then you have Thai-Kadai | this is the Thai group of languages ||

[hyperTheme B4E] [B⁴ Description / Type 5]
then Ultra-Altic if you go into the Russian land for instance | you'll come across this Ural-Altic | Ural is a mountain that separates supposed to separate Europe and Asia right | Ural is a mountain range | find out from the atlas what is Ural ||

[macroTheme B5] [B Factor / Stage 5] [B⁵ Exposition *core* / Thesis]
SO YOU WE HAVE MANY MANY LANGUAGES LIKE THIS | AND YOU CAN DECIDE WHICH GROUP YOUR OWN LANGUAGE BELONGS TO [10:53:00] | SO YOU CAN GO HOME TODAY | AND ASK YOURSELF WHICH GR- FAMILY OF LANGUAGES IS YOUR LANGUAGE LOCATED IN | THAT DOESN'T MEAN THEY DON'T HAVE SIMILARITIES | THERE WILL BE SIMILARITIES ||

[hyperTheme B5A] [B⁵ Argument / Stage 1]

probably all over the world people call their mother mother | but then I come to Japan
| and they call their mother father *chichi* and *haha* | so I'm thinking where does *chichi* and
haha come from anyway that's alright | you think about it ||

[macroTheme B6] [**B⁶ Exposition core/ Thesis**]

AND THEN LETS THE MOST IMPORTANT THING IS NOT KNOWING WHAT THESE LANGUAGES ALL ARE
ABOUT THIS FAMILY OF LANGUAGES DRAVIDIAN | ALL THIS IS UNIMPORTANT | WHAT IS IMPORTANT
IS THAT LANGUAGES MUST HAVE SOME USE | IF NOT ITS OF NO USE ||

[hyperTheme B6A] [**B⁶ Argument / Stage 1**]

like for instance why are we not learning in this lecture Ainu language | [*writes on
the blackboard*] why is this lecture not in Ainu | after all Ainu is a language of Japan | but
why are we not using Ainu to learn | this lecture because of its function in Japanese
society [10:54:00] it is not used widely ||

[Topic Phase C: Preview]

[*no preview*]

[discourse/macroTheme C1] [**C¹ Exposition core Thesis**]

SO LETS SAY MANY LANGUAGES | YOU FIND THAT IF YOU TAKE ANY LANGUAGE | THERE'S A THERE WILL BE
MANY MANY LANGUAGES WITHIN THEM ||

[hyperTheme C1A] [**C¹ Argument / Stage 1**]

like many a time we use the word Chinese [*writes on the blackboard*] | [--] I learn Chinese
[*writes on the blackboard*] | is Chinese a language | if you say you are Chinese | it has many many
languages within that ||

[hyperTheme C1B] [**C¹ Argument / Stage 2**]

sometimes you say I learn Japanese | is Japanese one language or many languages | you must ask |
so within Japanese you go to different parts of Japan | you speak differently ||

[macroTheme C2] [**C² Exposition core / Thesis**]

BUT OF COURSE MANY LANGUAGES CAN HAVE A COMMON SCRIPT ||

[hyperTheme C2A] [**C² Argument / Stage 1**]

like like you go all over China | you write only in one script ||

[macroTheme C3] [**C³ Exposition core/ Thesis**]

BUT THEN YOU FIND THEY CAN HAVE MANY MANY SPOKEN VARIETIES LIKE ENGLISH FOR INSTANCE ||

[hyperTheme C3A] [**C³ Argument / Stage 1**]

there is Canadian English | there is Singapore English | there is Japanese English | depends |
Australian English probably *ah ah ah ah* a real British English may not be understood [10:55:00]
by Australians who who never went to say an English school | and probably going from Singapore
| going from Japan | you will never understand the English in America | it will take you sometime |
unless you know Michael Jackson very well ||

[hyperTheme ?] [**C³ Argument / Stage 2**]

you know Michael Jackson | anybody doesn't know Michael Jackson | Michael Jackson was my
brother | [1a] he went to America to sing songs | I came to Japan to teach sociology | anyways this
is just a joke | just to make you ask yourself who is Michael Jackson | if not you must spe- spi- see
Spiderman | you know Spiderman | its the most popular film this week in America | and *ah* you
must all of you must watch Scorpion King now | the second last week Scorpion King was the first |
this week it has become second ||

[macroNew C3] [C³ Reiteration of Thesis]

ANYWAY SO YOU FIND BOTH IF YOU TAKE ENGLISH OR JAPANESE THERE ARE MANY MANY DIFFERENCES
WITHIN THAT LANGUAGE ||

[discourse/macroTheme C4] [C⁴ Taxonomic Report *macro/* General Classification]
AND LANGUAGES CAN HAVE MANY FUNCTIONS ||

[hyperTheme C4A] [C⁴ Description / Stage 1]

it can be just a [10:56:00] national language nothing else | people use it ||

[hyperTheme C4B] [C⁴ Description / Stage 2]

or it can be a language of education | like in like in APU two languages are important for
education Nihongo and Eigo two languages | of course there are many students who learn another
five types of Asia Pacific languages ||

[macroTheme C4C] [C⁴ Description / Stage 3] [C^{4A} Exposition *core/* Thesis]

THEN RELIGIOUS LANGUAGES SOME LANGUAGES ARE ONLY USED FOR RELIGION ||

[hyperTheme C4C1] [C^{4A} Argument / Stage 1]

like if you are a Buddhist [-] for instance | you would know this language called
[writes on the blackboard] Pali right | many of the Buddhist ancient text are written only
in that language ||

[hyperTheme C4C2] [C^{4A} Argument / Stage 2]

if you want to be a Hindu scholar | [writes on the blackboard] then you must know
Sanskrit | these language are dead now except the scholars ||

[hyperTheme C4C3] [C^{4A} Argument / Stage 3]

if you want to know the Christianity more older forms of Christianity | [writes on the
blackboard] then you must know Latin | these languages are not spoken by everybody
nowadays | they are only religious languages ||

[hyperTheme C4C4] [C^{4A} Argument / Stage 4]

so if you go to Kyoto to attend a Buddhist university | then there [10:57:00] you will
learn something about Pali | or in Thailand or in Sri Lanka | or in wherever they teach
Buddhism | Pali is a very important language | but of course it is a very rich language |
but nobody uses it for say buying hand phone nowadays | you cannot go | and ask in Pali
can I get a hand phone | its not that they won't have the word | but its not used | but if you
want to talk to God ||

[hyperTheme C4C5] [C^{4A} Argument / Stage 5]

probably these languages are very ancient | so when you send a space probe right |
suppose you send a space vehicle across the universe | probably in the space vehicle you
cannot use English | because the people out there in the world may not know English |
English is a very modern very young language probably four hundred to five hundred
years old only | only in the last three hundred years English has become so common | and
only in the last fifty years we all have to learn English including myself | so probably in
your space you must send people who can speak in Pali or Sanskrit [10:58:00] or Latin or
some aspect of | probably send some Chinese character also and some Egyptian
calligraphs also | then people may understand | you must remember these languages are
very old | we are very very modern | even Nihongo is very very young ||

[hyperTheme C4D] [C² Description / Stage 4]

and then we have international languages | like we will say like English is an international language today ||

[macroTheme C5] [C⁵ Exposition core/ Thesis]

AND SO ALL LANGUAGES MAY NOT HAVE EQUAL FUNCTION IN IN A SOCIETY | BECAUSE IN ANY ONE SOCIETY YOU WILL HAVE ONLY ONE STANDARD LANGUAGE ||

[hyperTheme C5A] [C⁵ Argument / Stage 1]

like China has many languages | but only Mandarin is used [-] in the school system in the radio and television and for all official documents | if you want to go to Beijing | and conduct a discussion | you must know Mandarin | *ah ah* of course they have translators from English to Mandarin | but if you know Mandarin | probably you can speak things better ||

[macroTheme C6] [C⁶ Factual Description core/ Identification]

AND OF COURSE *AH* YOU FIND THAT *AH* [10:59:00] WHENEVER WE TALK ABOUT A A STANDARD LANGUAGE | GENERALLY YOU FIND A STANDARD LANGUAGE IS ACCEPTED AS THE MOST CORRECT FORM ||

[hyperTheme C6A] [C⁶ Description / Stage 1]

like in Japan when I learn Japanese | **I only learn the Tokyo dialect** | I cannot learn the Kyushu dialect | nobody will teach me Kyushu dialect | so when I speak in Nihongo to my to my bus driver or to the attendant | you find I can only use Tokyo dialect | that's the standard form ||

[hyperTheme C6B] [C⁶ Description / Stage 2]

then generally languages must have a long history | of course some languages have very short history that's okay ||

[hyperTheme C6C] [C⁶ Description / Stage 3]

and it must be prestigious respectable ||

[hyperTheme C6D] [C⁶ Description / Stage 4]

and generally this standard language is important in government in the school and in the media | media meaning the television and the radio and all these things ||

[macroTheme C7] [C⁷ Factorial Explanation core/ Outcome]

AND YOU FIND THAT MANY COUNTRIES HAVE A NATIONAL LANGUAGE ||

[hyperTheme C7A] [C⁷ Factor / Stage 1]

of course in Japan you don't talk about a national language | in Japan only Japanese is a language | you don't have to have a national language in Japan ||

[hyperTheme C7B] [C⁷ Factor / Stage 2]

but in many countries [11:00:00] **you have a national language** | because they have so many languages | and in some countries they will have many national languages just one national language many national languages ||

[macroTheme C8] [C⁸ Exposition core/ Thesis]

AND YOU FIND THAT IN MOST COUNTRIES THE STANDARD LANGUAGE WILL BECOME THE NATIONAL LANGUAGE ||

[hyperTheme C8A] [C⁸ Argument / Stage 1]

like for instance in Thailand they have sixty languages | and only standard Thai has become the national language | so if you are learning the Thai language here | you are only learning the

standard language | if you want to do a research in Thailand | then when you go to Thailand | you must learn the local Thai language | only then can you speak to the local Thai people | of course you can speak to the school kid [--] alright | you can you can sp- speak to the school kid | because in the school they would only teach standard Thai | but at home they will speak a different language ||

[hyperTheme C8B] [C⁸ Argument / Stage 2]

and how many Japanese languages are there | of course in the school they don't tell you they only teach you the Tokyo dialect | and you leave the school [11:01:00] seeing that that's the standard Japanese | then when you go home | you speak to your grandparents | they speak a different Japanese | but then you say its okay | we just learn it | because I have to speak to my grandparents ||

[macroTheme C9] [C⁹ Taxonomic Report *core/* General Classification]

[-] AND YOU FIND THAT *ah* THERE ARE QUITE A NUMBER OF WELL KNOWN LANGUAGES IN ASIA PACIFIC ||

[hyperTheme C9A] [C⁹ Description / Stage 1]

like for instance all of us who know about Philippines | we think Filipino is the national language | but then what we don't know is that Filipino is based on Tagalog | like last lecture I said what are the languages that are used in a in a Philippines ||

[hyperTheme C9B] [C⁹ Description / Stage 2]

like Bahasa Indonesian we can learn this language in APU | but it is generally based on Malay ||

[HyperTheme C9C] [C⁹ Description / Stage 3]

then Japanese Mandarin Korean all these are well known languages in the Asia Pacific ||

[macroTheme C10] [C⁸ Taxonomic Report *core/* General Classification]

AND OF COURSE SOME COUNTRIES HAVE MORE THAN ONE OFFICIAL LANGUAGE ||

[hyperTheme C10A] [C⁸ Description / Stage 1]

like take India India has fifteen official languages | so if you go to different parts of India | you must be able to speak [11:02:00] that particular official language | if not | you cannot really speak to the school children | you cannot speak to the chief minister or the governor and so on ||

[hyperTheme C10B] [C⁸ Description / Stage 1]

like if you take Singapore | you have four official languages in Singapore ||

[discourse/macroTheme C11] [C¹¹ Exposition *macrol/* Thesis]

AND IN SOME COUNTRIES YOU FIND THE NATIONAL LANGUAGE IS NOT FULLY USED | THEY SAY THAT IT IS THEIR NATIONAL LANGUAGE | BUT NOT EVERYBODY USES THE NATIONAL LANGUAGE | LIKE LETS SEE SOME EXAMPLES ||

[hyperTheme C11A] [C¹¹ Argument / Stage 1]

like India Hindi is supposed to be the national language of India | but then all over India if you go | there will be many people from India who never use Hindi at all in their lifetime | they will use their own regional language | and probably they are very good in their national language | so if you meet a professor from India in Tokyo University for instance | he will tell you I don't know any Hindi | probably I know Hindi just like I know | probably he knows more Japanese than Hindi | he will speak in some other official languages of India ||

[hyperTheme C11B] [C¹¹ Argument / Stage 2]

if you take the Philippines you have the Tagalog [11:03:00] | but then many Filipinos use English Spanish Tagalog also ||

[hyperTheme C11C] [C¹¹Argument / Stage 3]

[-] then if you take Malaysia Malay Bahasa Malaysia is the national language | but then English is used everywhere | if you go from Japan | you can use English very well to go from one place to another place | people in Malaysia are quite happy to speak to you in English | if you don't know Malay ||

[hyperTheme C11D] [C¹¹Argument / Stage 4] [C^{11A}Exposition *corel* Thesis]

THEN IN SINGAPORE MALAY IS THE NATIONAL LANGUAGE | BUT MANY SINGAPOREANS DON'T KNOW MALAY | ESPECIALLY IF THEY ARE NOT MALAYS | SO AFTER THEY COME TO APU | THEN THEY STUDYING MALAY IN OUR LANGUAGE PROGRAM | BECAUSE IN SINGAPORE YOU NEVER LEARN MALAY | EVEN THOUGH MALAY IS THE NATIONAL LANGUAGE | WHY ||

[hyperTheme C11D1] [C^{11A}Argument / Stage 1]

because in Singapore everybody uses English to learn | and talk to each other | though they know their own languages like Mandarin Malay or Tamil which is an official language ||

[discourseNew C11] [C⁹Reiteration of Thesis]

SO YOU FIND THERE ARE COUNTRIES WHERE THERE CAN BE MANY NATIONAL LANGUAGES | AND ITS QUITE DIFFERENT [11:04:00] ||

[macroTheme C12] [C¹²Exposition *corel* Thesis]

AND YOU FIND THAT LANGUAGES PLAY A VERY IMPORTANT PART IN EDUCATION | IN FACT IN MANY COUNTRIES A LOT OF THE PROBLEMS LIES WITH WHICH LANGUAGE IS IN EDUCATION ||

[hyperTheme C12A] [C¹²Argument / Stage 1]

in Japan its alright probably only the Ainu people find it very difficult to learn Nihongo | but the rest of the Japanese people its okay | they have to learn | many Japanese school children they learn very very *ah* a lot of kanji | and they forget it later of course | as you know many of you have forgotten all the kanji you learnt | you only remember the kanji that you need for going from one place to another place ||

[hyperTheme C12B] [C¹²Argument / Stage 2]

and you find that like in India for instance they have many regional languages for primary and secondary education | and then they try to use English for teaching science and technology | see if you are learning engineering in India generally the students learn it in English not in their regional languages ||

[hyperTheme C12C] [C¹²Argument / Stage 3]

then if you take Philippines | they use they teach Filipino [11:05:00] in the primary and secondary school system | but when they go to the *ah* university level | they all begin to use more and more English | and less of Filipino | even though Filipino can be used ||

[hyperTheme C12D] [C¹²Argument / Stage 4]

if you take Indonesia for instance | Indonesia has eight languages right eight languages | so the first three years primary one primary two primary three they learn their own regional language | then after that they learn everything in Bahasa Indonesia | so if you speak to any Indonesian here | generally they may know two languages Bahasa Indonesia and their own language | so this is very very important ||

[macroTheme C13] [C¹³Taxonomic Report *corel* General Classification]

THEN WHAT ABOUT RELIGIOUS LANGUAGES ||

[hyperTheme C13A] [C¹³ Description / Type 1]

but if you take like Pali is an Indian language *huh* | Pali is an Indian language | Sanskrit is an Indian language | so you find that all the languages in India are also religious languages | you don't have to learn Sanskrit to know about religions in India | you can learn it in any language ||

[hyperTheme C13B] [C¹³ Description / Type 3]

and similarly if you go to Buddhist Thailand | if you want to talk about Buddhism | [11:06:00] you must know Thai | of course if you know Pali | many Thai *ah* Buddhist *ah* scholars they know Pali also | they can speak to you in Pali ||

[hyperTheme C13C] [C¹³ Description / Type 3]

then what is the religious language of Japan | [#] you must ask yourselves | so if you when you when you pray to *kami* everyday | *kami* meaning God *huh* deity | what language do you pray to | probably *kami* the God understands the Nihongo | also went to APU | and studied Nihongo | so what happens ||

[macroTheme C14] [C¹⁴ Exposition *core/ Thesis*]

SO THEN INTERNATIONAL LANGUAGE IN THE ASIA PACIFIC | WHEN PEOPLE COME TOGETHER LIKE IN APU | THE FIRST THING THEY USE IS ENGLISH | [-] WHY WHY ARE WE NOT USING JAPANESE AS A REGIONAL LANGUAGE | WHY ARE WE NOT USING MANDARIN | IN FACT AS A AS A REGIONAL LANGUAGE WHY NOT MALAY ||

[hyperTheme C14A] [C¹⁴ Argument / Stage 1]

of course *ah* many people in the Asia pacific will say Japanese and Mandarin | a lot of *kanji* to learn very difficult | so some people in Japan say that Japanese should be used [11:07:00] | should be written in English Romanized alright Romaji | don't use the *kanji* characters anymore | they say just use the *Romaji* characters to teach Japanese | then its easier for other people to learn Japanese | and it is also easier for Japanese school children to learn Japanese | because many Japanese school children struggle a lot to learn to learn *kanji* | and then they cannot learn everything | also they can learn about a thousand eight hundred fifty words | they stop there | and after that they don't want to learn anymore *kanji* | so when you want to use *kanji* | you must use all the time *hiragana* to explain what the *kanji* character means very interesting | so many Japanese scholars think that it is better for Japan to use *Romaji* characters | so that children and non Japanese learn Japanese easier | but anyway this is a big big debate | and nobody knows whether Japanese scholars Japanese professors will ever give up *kanji* characters | because I think [11:08:00] Japanese professors like to keep very secret | so *kanji* is one way of keeping things secret | not many people understand ||

[Topic Phase D: Preview] AND THEN YOU WHAT ABOUT *AH* HOW DO WHEN YOU HAVE MANY MANY LANGUAGES | HOW DO YOU MAKE A NATION RIGHT | LIKE TAKE INDONESIA MANY MANY LANGUAGES | HOW DID THEY BECOME A NATION | TAKE SINGAPORE HOW DID THEY BECOME A NATION ||

[macroTheme D1] [D¹ Taxonomic Report *core / Gen. Classification*]

AND YOU FIND THAT ALL THE COUNTRIES IN THE ASIA PACIFIC ARE AFFECTED BY COLONIALISM | SO I'VE GIVEN MYANMAR THAILAND LAOS MALAYSIA BRUNEI DARUSSALAM SINGAPORE ||

[hyperTheme D1A] [D¹ Description / Stage 1]

Indonesia was ruled by Holland Dutch ||

[hyperTheme D1B] [D¹ Description / Stage 2]

ah East Timor Portugal in fact nowadays in East Timor there is a big debate | should they make Portuguese the language | or should they keep Bahasa Indonesia as the language | or should they keep another language | they call it | I think its Tieun [*# writes on the Blackboard*] | I am not sure of the spelling [11:09:00] | but it is called Tieun | its a mixture | and there **ah** in East Timor | there is a big debate now which language to make it as the national language and the school language | and they don't know whether they should switch to English all all the while | because when they were ruled by Portugal | they learnt Portuguese | then Indonesia ruled them for almost twenty five years | now all the young people in East Timor only speak Bahasa Indonesia | and now but they want to become independent | they don't know whether they should switch to English | because by learning English they can become more international | so this is a big problem now in East Timor then the Philippines ||

[macroTheme D2] [**D² Exposition core/ Thesis**]

YOU FIND THAT ALL THE COUNTRIES IN SOUTH EAST ASIA WERE OCCUPIED BY JAPAN DURING THE SECOND WORLD WAR | MANY PEOPLE LEARNED JAPANESE DURING THE SECOND WORLD WAR ||

[hyperTheme D2A] [**D² Argument / Stage 1**]

like my grandmother knew a few words to speak to Japanese soldiers in Singapore alright | so many people learnt ||

[hyperTheme D2B] [**D² Argument / Stage 2**]

like if you go to Taiwan and South Korea many people the older people [11:10:00] they can speak Japanese very well | in fact many of them have studied in Japanese universities | so you find that all these things have happened | it's all about language ||

[hyperTheme D3] [**D³ Taxonomic Report core/ Gen. Classification**]

BUT THEN AFTER THE WORLD WAR MANY COUNTRIES BECAME INDEPENDENT ||

[hyperTheme D3A] [**D³ Description / Stage 1**]

like Malaysia became independent | Indonesian became independent | Vietnam became independent | all of them became independent | and all of them wanted to become a nation ||

[macroTheme D4] [**D⁴ Descriptive Report core/ Classification**]

AND THIS IS WHAT WE CALL A NATION BUILDING | AND IN TRYING TO CREATE A NATION | THEY HAVE TO CREATE A COMMUNITY ||

[hyperTheme D4A] [**D⁴ Description / Stage 1**]

that is a group of people who can believe that a country is possible ||

[macroTheme D5] [**D⁵ Exposition core/ Thesis**]

SO IF YOU GO TO INDONESIA | INDONESIA AS I TOLD YOU THEY SPEAK ABOUT THREE HUNDRED LANGUAGES | NOW HOW DO YOU CREATE A NATION OUT OF PEOPLE WHO SPEAK THREE HUNDRED LANGUAGES ||

[hyperTheme D5A] [**D⁵ Argument / Stage 1**]

so all the countries used language policy to create a nation ||

[discourse/macroTheme D6] [**D⁶ Exposition macrol/ Thesis**]

NOW LET US TRY TO UNDERSTAND WHAT IS THE MEANING OF POLITICAL COMMUNITY | AND WHAT IS THE MEANING OF LANGUAGE POLICY | [-] [11:11:00] NOW IN TRYING TO CREATE A POLITICAL COMMUNITY OR A NATION | THERE ARE MANY THINGS THAT THE COUNTRIES TRY TO DO ||

[macroTheme D6A] [D⁶ Argument / Stage 1] [D^{6A} Exposition core / Thesis]
THEY TRY TO MAKE THE PEOPLE IDENTIFY WITH THE COUNTRY | NOW THIS MAY BE EASY ||

[hyperTheme D6A1] [D^{6A} Argument / Stage 1]
you get very small children | like all of us have done that | very small children every morning give them the Japanese flag | and sing Japanese song | then you become | you feel | you are in Japan | now probably after the Second World War in Japan you don't do that ||

[hyperTheme D6A2] [D^{6A} Argument / Stage 2]
but in Singapore for instance even the small children going to kindergarten every morning | they stand together | and the Singapore flag is put on the board by the school teacher | and then they sing the song Singapore song | and then they sit down same thing in Indonesia ||

[macroNew D6A] [D^{6A} Reiteration of Thesis]
SO YOU CAN THROUGH EDUCATION YOU CAN MAKE PEOPLE IDENTIFY WITH THE COUNTRY ||

[MacroTheme D6B] [D⁶ Argument / Stage 2] [D^{6B} Descriptive Report core / Classification]
NOW SHARING RESPONSIBILITY ||

[hyperTheme D6B1] [D^{6B} Description / Stage 1]
yes everybody likes to be in Japan | but tomorrow if there is a war [11:12:00] who has to fight for Japan | like in countries like Singapore Taiwan South Korea they make sure everybody who is a citizen must go for national service | [*writes on the blackboard*] [--] that is for about two years in our life | we go | and become a soldier | we learn how to fight a war | if there is a war tomorrow | so in many countries they ask you to share responsibility ||

[hyperTheme D6B2] [D^{6B} Description / Stage 2]
but in Japan one way you share responsibility is by paying taxes | so after this class if you go to the cafeteria | when you buy food | there is a tax right | there is a tax | you pay | and that is you are sharing responsibility to keep Japan a very nice place | so that the policeman will come to you | the ambulance will come to you | hospitals will operate | the roads are there | that is sharing responsibility ||

[hyperTheme D6C] [D⁶ Argument / Stage 3]
then accept government authority | we all know the laws || [11:13:00]

[macroTheme D6D] [D⁶ Argument / Stage 4] [D^{6C} Descriptive Report core / Classification]
THEN WE ALSO USE LANGUAGE TO TO EXCHANGE INFORMATION AND ALSO AH AH ECONOMIC EXCHANGE ||

[hyperTheme D6D1] [D^{6C} Description / Stage 1]
like for instance if you go to the shop | and you take out a dollar | and say this is my dollar note | you don't want to use Yen | of course if it is US dollar | the Japanese shopkeeper will take | suppose you take | say I am from Ghana | this is Ghana note | I will only use Ghana note in Japan | nobody will sell you anything | nobody will buy anything | imagine if you go today | go home today | take a lot of papers | and write this is your currency right your own money | you have created money | and then you go around saying I'll pay for you with this | I'll pay for you with that | now that will be a problem ||

[hyperTheme D6D2] **[D^{6C} Description / Stage 2]**
so that is why we have for economic exchange | we all accept the Yen in Japan
| imagine if we all carried different different money | and say this is what I pay
today | you go the cafeteria and say I don't care [11:14:00] | you give me rice | I
pay you in my country currency | now the the cafeteria person will become mad |
they don't know what to do | half the student body in Japan or APU wanting to
use some other currency not Yen | it's a problem ||

[hyperTheme D6E] **[D⁶ Argument / Stage 5]**
anyway of course we must obey the laws | when we have languages ||

[hyperTheme D6F] **[D⁶ Argument / Stage 6]**
we reduce the cost of governing | like you don't know in APU | it is quite a problem |
every time in APU to have Nihongo and English two information | imagine we go | and
put in ten languages or three hundred languages | if you go to Papua New Guinea |
imagine you have to put in six hundred languages my goodness | the government cannot
run | not enough paper | not enough computer space | how do you put all the information |
how do you put all the information in one computer ||

[hyperTheme D6G] **[D⁶ Argument / Stage 7]**
and of course by the language policy you can overcome ethnic pluralism ||

[discourseTheme D7] **[D⁷ Exposition *macro/ Thesis*]**
[-] AND AND THEN OF COURSE WHENEVER THEY HAVE LANGUAGE POLICY | [11:15:00] THERE ARE
MANY THINGS THAT THEY HAVE TO DECIDE ||

[macroTheme D7A] **[D⁷ Argument / Stage 1] [D^{7A} Factorial Explanation *core/ Outcome*]**
LIKE IN PAPUA NEW GUINEA FOR INSTANCE | AND WHAT IS THE INDIGENOUS LANGUAGE |
AND WHAT IS A FOREIGN LANGUAGE ||

[hyperTheme D7A1] **[D^{7A} Factor / Stage 1]**
probably in Papua New Guinea they feel use English easier ||

[hyperTheme D7A2] **[D^{7A} Factor / Stage 2]**
like in the case of Indonesia they have three hundred languages | so they
decided okay we just use Bahasa Indonesia to to educate | to run the government
and so on | in Singapore they had four official languages | so they decided lets
use English for education and the government ||

[hyperTheme D7A3] **[D^{7A} Factor / Stage 3]**
but in Malaysia they said we have many languages | may be best to use Malay
||

[macroTheme D7B] **[D⁷ Argument / Stage 2] [D^{7B} Exposition *core/ Thesis*]**
AND THEN THE LANGUAGE OF EDUCATION THE LANGUAGE OF GOVERNMENT LANGUAGE OF
LANGUAGE OF COMMUNICATION SO WHEN THE PRIME MINISTER SPEAKS TO THE COUNTRY
IN JAPAN LIKE KOIZUMI SPEAKS TO PEOPLE IN JAPAN | SUPPOSE HE USES ENGLISH | WHAT
WILL HAPPEN TO HIM ||

[hyperTheme D7B1] **[D^{7B} Argument / Stage 1]**
he must only use Nihongo to speak in Japan | but of course if he goes to *ah ah*
ah ah China | and uses only Nihongo to speak to the people in China | [11:16:00]
it's a problem for you | but of course he gets a translator to translate | but if he

can speak Mandarin | people in China will love him very much | people will say this Koizumi is a great Prime Minister | actually he loves China | but he still goes to the shrine every year | you know the famous shrine he goes every year | he is a famous person ||

[discourse/macroTheme D8] [D⁸ Taxonomic Report *macro/ Gen. Classification*]
SO WITH THIS YOU FIND THERE ARE MANY MANY TYPES OF LANGUAGE POLICIES ||

[hyperTheme D8A] [D⁸ Description / Stage 1]
some countries say we use only one language ||

[macroTheme D8B] [D⁸ Description / Stage 2] [D^{8A} Exposition *core/ Thesis 1*]
SOME COUNTRIES USE ONE LANGUAGE | AND THEY SAY WE CAN ALSO USE OTHER LANGUAGES RIGHT ||

[hyperTheme D8B1] [D^{8A} Argument / Stage 1]
like in Japan slowly and steadily in Japan everywhere you find English being put into small words | you go into any railway station any *eki* | you find there is an English word somewhere saying that what is the station name | *ah* because of the World Cup all over Oita Prefecture in Osaka more and more English is being used | so that people who come into Japan will understand what is happening || [11:17:00]

[macroTheme D8C] [D⁸ Description / Stage 3] [D^{8B} Exposition *core/ Thesis 1*]
AND THEN OF COURSE IN MANY COUNTRIES THEY HAVE TWO OR MORE LANGUAGES WITH EQUAL STATUS ||

[hyperTheme D8C1] [D^{8B} Argument / Stage 1]
like lets take APU | we have English and Nihongo as equal languages being used in the campus ||

[discourseTheme D9] [D⁹ Taxonomic Report *macro/ Gen. Classification*]
LETS SEE SOME COUNTRIES | LIKE YOU CAN READ ALL THESE THINGS ||

[macroTheme D9A] [D⁹ Description / Stage 1] [D^{9A} Exposition *core/ Thesis*]
LIKE THAILAND FOR INSTANCE ||

[hyperTheme D9A1] [D^{9A} Argument / Stage 1]
they use a standard Thai | even though there are sixty types of Thai languages | they use standard Thai ||

[hyperTheme D9A2] [D^{9A} Argument / Stage 2]
and what about the ethnic Chinese in Thailand | they are considered foreigners in Thailand not local people | so you find in Thailand [##] [*loses mic volume*] | okay so in Thailand what they did in order to create national unity is to make all Chinese [11:18:00] use only Thai names | so even if you meet a Thai friend who says yes my grandparents are Chinese | but you find them having only Thai names | and so in Thailand the Chinese were encouraged to marry Thai women | become Buddhists not become Christians | and use Thai in home and business ||

[macroNew D9A] [D^{9A} Reiteration of Thesis]
SO LIKE THIS THEY CAN CREATE NATIONAL UNITY LIKE THAT ||

[discourse/macroTheme D9B] [D⁹ Description / Stage 2] [D^{9B} Exposition *macro/ Thesis*]

AND YOU FIND THAT SAME THING IN MALAYSIA RIGHT ||

[hyperTheme D9B1] [D^{9B} Argument / Stage 1]

Malaysia you'll find you have Malays Chinese and Indians ||

[macroTheme D9B2] [D^{9B} Argument / Stage 2] [D^{9B1} D. Report *core/ Classification*]

AND YET YOU FIND THEY SAID ONLY THE THOSE WHO ARE BUMIPUTRAS | THAT IS IF IN ORDER TO BE A BUMIPUTRA | YOU HAVE TO BE A MALAY ||

[D9B2A] [D^{9B1} Description / Stage 1]

a Bumiputra is a Sanskrit word alright | Bumiputra is a Sanskrit word | though now it is used as a Malay word | it means sons of the soil | and when you are Malay in Malaysia | you have a special position | and you are considered to be politically much higher than say [11:19:00] Chinese and Indians in Malaysia ||

[macroTheme D9B3] [D^{9B} Argument / Stage 3] [D^{9B2} D. Report *core/ Classification*]

[#] AND THEN AH AND THEN WHAT IS A MALAY ||

[hyperTheme D9B3A] [D^{9B2} Description / Stage 1]

generally in Malaysia Malay is considered as someone who speaks Malay language | he must practice Islam | and he also must practice Malay culture | only then you become a Malay | and you find that because of Malay has a different races | in 1957 when they became independent | they decided that *ah* Malays will be their dominant people right | though we use the word race here | but in Malaysia they use the word race not as ethnic group | so Malays will be their dominant people | and Islam will be the national religion | and they agreed that for ten years they will treat Malay and English as equal | and after that they will only use Malay | and in exchange for this all Chinese and Indians who migrated to live there | they will become citizens ||

[hyperTheme D9B4] [D^{9B} Argument / Stage 4]

[11:20:00] **of course in nineteen May 1969 they had a lot of riots** | and you find that after that the Malaysian government has totally followed using only Malay as the dominant language | and so the entire government administration in Malaysia today is only done in Malay | of course they say those who want to run Chinese schools | those who want to run Tamil schools | they can keep them | but only at the primary school levels no secondary school no university level | this is a way of controlling people ||

[hyperTheme D9B5] [D^{9B} Argument / Stage 5]

so you find the Malay political leaders now have a single language for the creation of a nation | they said we will only use Malay language to create Malaysia | and by using Malay | they feel that Malays have now become the masters of Malaysia | that is what we use in English hegemony or supremacy | and this has allowed Malays to compete in education and [11:21:00] in jobs | but of course Malaysia is not consider itself one nation | because if you go to Malaysia | there is a lot of tension underneath | the people talk to each other quite well | they travel in the same train and same bus | but the Chinese Malays

Indians they have a lot of tension below | they don't like each other | *ah* this you will see again and again | so you find even though Malaysia has tried to follow Malay as the only language policy | there is a lot of ethnic pluralism and lot of tension | and anytime people may get angry | so they don't mix with each other | so if you go to universities in Malaysia the Malays only mix with Malays Indians with Indians Chinese with Chinese | you don't mix across | so nation has not been created ||

[discourse/macroTheme D9C] [**D⁹ Description / Stage 3**] [**D^{9C} Exposition** *macro/Thesis*]

IF YOU TAKE INDONESIA IT'S A DIFFERENT THING | THERE ARE MORE THAN 250 LANGUAGES | OF COURSE PEOPLE LIVE IN ABOUT 12000 ISLANDS ||

[macroTheme D9C1] [**D^{9C} Argument / Stage 1**] [**D^{9C1} H. Recount** *core/Background*]

NOW THE PEOPLE WHO CREATED INDONESIA [11:22:00] LIKE PRESIDENT SUKARNO | THEIR QUESTION WAS HOW TO UNITE SO MANY PEOPLE SPEAKING IN DIFFERENT LANGUAGES ||

[hyperTheme D9C1A] [**D^{9C1} Event / Stage 1**]

so in 1928 if you take 1928 | the year in which they formed | they tried to form a group to make Indonesia a country | Malay was only spoken by about 4 to 8 percent out of all the people in Indonesia | |

[hyperTheme D9C1B] [**D^{9C1} Event / Stage 2**]

and yet when Indonesia became independent | President Sukarno and many others decided that Bahasa Indonesia based on Malay will be the language that will unite the whole of Indonesia ||

[macroNew D9C1] [**D^{9C1} Deduction**]

AND SO YOU FIND IN INDONESIA MORE OR LESS THEY HAVE BEEN BIT SUCCESSFUL IN TRYING TO MAKE PEOPLE BECOME *AH AH* UNITED | SO THE REST YOU CAN READ AND FIND OUT ||

[hyperTheme D9C2] [**D^{9C} Argument / Stage 3**]

okay now there are many other languages that are important | like Javanese Balinese Madurese Sundanese Batak Makassar | all these languages you can learn in the first three years | [11:23:00] and 90 percent of the Indonesian children learn one of these languages | and of course Bahasa Indonesia is taught as a second language at the primary one two and three level ||

[hyperTheme D9C3] [**D^{9C} Argument / Stage 4**]

and after that you'll find once they go further into secondary school | then they only learn Bahasa Indonesia | and this makes everybody only use one language ||

[discourse/macroTheme D9D] [**D⁹ Description / Stage 4**] [**D^{9D} F. Explanation** *macro/Outcome*]

LETS TAKE SINGAPORE || [-]

[hyperTheme D9D1] [**D^{9D} Factor / Stage 1**]

it became independent in 1963 | and in 1965 Malaysia told Singapore you better get out | we don't want you as a part of Malaysia ||

[hyperTheme D9D2] [D^{9D} Factor / Stage 2]

so if you look at Malaysia | you'll find that Chinese are the majority there | ethnic Chinese form 75 percent | but then all the Chinese don't speak Mandarin at all | Mandarin is only spoken in Singapore | [--] [*writes on the whiteboard*] only 4 percent of the people in chi- of Singapore will say their home language is Mandarin only 4 percent | 56 percent [11:24:00] speak Hokkien then Cantonese Teichu Hainanese | then if you take Malays who form 14 percent of the population right | they only speak Malay | if you take Indians who form 7 percent of the population | then amongst them 82 percent will only speak Tamil | people like me alright we only speak that language | we don't speak Hindi at all | so you find that Chinese Malays and Indians it is a very difficult society | actually you should make Hokkien the national language of Singapore | but then they decided otherwise ||

[macroTheme D9D3] [D^{9D} Factor / Stage 3] [D^{9D1} F. Explanation core / Outcome]

SO YOU FIND FOUR- THERE ARE FIVE REASONS WHY THEY WANTED TO CHOSE ENGLISH ||

[hyperTheme D9D3A] [D^{9D1} Factor / Stage 1]

one they wanted Singapore to grow very very fast | if not Singapore cannot compete with Japan Hong Kong or Taiwan ||

[hyperTheme D9D3B] [D^{9D1} Factor / Stage 2]

then they wanted a language that people liked to communicate in | if you take Hokkien the language | other Chinese will not like it | [-] if you make Malay as the language | Chinese would not like that ||

[hyperTheme D9D3C] [D^{9D1} Factor / Stage 3]

so they decided that use English as the link language | [11:25:00] and respect for each others culture | and that is why in Singapore everybody must learn their own language | if you are a Chinese you must learn Mandarin | if you are an Indian | you learn Tamil | if you are a Malay | you must learn Malay | so everybody must respect their own language ||

[hyperTheme D9D3D] [D^{9D1} Factor / Stage 4]

and then build a Singaporean identity by using the English language ||

[hyperTheme D9D3E] [D^{9D1} Factor / Stage 5]

and slowly and steadily become part of the South East Asian region | so for these reason they made Malay as the symbolic national language | [-] like even I don't speak much of Malay | though I speak Malay ||

[hyperTheme D9D4] [D^{9D} Factor / Stage 4]

then we have four official languages Mandarin Malay Tamil and English | and English has remained as the language of the government law and all these things | so if you go to Singapore nobody is really worried about language issues anymore | nobody is bothered | whether you want to learn *ah ah* Hokkien or Teichu or anything | because everybody knows that if you go to school in Singapore | you can speak to each other in English language | and thereby you don't the races | [11:26:00] don't fight with each other ||

[MacroTheme D9E] [D⁹ Description / Stage 5] [D^{9E} Factual Description *core/ Identification*]

WHAT ABOUT THE PHILIPPINES ||

[hyperTheme D9E1] [D^{9E} Description / Stage 1]

Philippines also the same eight major languages | [-] nobody understands each other ||

[hyperTheme D9E2] [D^{9E} Description / Stage 2]

and you find that generally they use | *ah* **the first three years they use the regional languages** | and then they use Tagalog and English to cover the rest of the *ah* places ||

[macroTheme D10] [D¹⁰ Exposition *core/ Thesis*]

SO LETS LOOK AT THESE COUNTRIES | HAVE THEY SUCCEEDED IN CREATING UNITY ||

[hyperTheme D10A] [D¹⁰ Argument / Stage 1]

in Thailand they use only one language | whether they have *ah* been successful | we are not certain | but the political community has been created | we are not certain | even though you find *ah* there is a lot of problem within Thailand | minority people are still having problems ||

[hyperTheme D10B] [D¹⁰ Argument / Stage 2]

and Malaysia yes like political leaders have created shaped a language policy | have they been *ah ah* successful in creating a united country no right | Malaysia has a lot of tension like Indonesia | even though Indonesia is very poor || [11:27:00]

[hyperTheme D10C] [D¹⁰ Argument / Stage 3]

still you find Indonesia is very very successful | it has created a country at least people from different parts of Indonesia can speak to each other in one language | they understand other ||

[hyperTheme D10D] [D¹⁰ Argument / Stage 4]

Singapore is also the same ||

[hyperTheme D10E] [D¹⁰ Argument / Stage 5]

and in the Philippines they have not been successful in promoting one language | but they have created a nation somehow ||

[Topic Phase E: Preview] [E ?]

SO WHAT IS THE CONCLUSION FROM ALL THESE THINGS ||

[macroTheme E1] [E¹ Exposition *core/ Thesis*]

| [-] SO YOU DON'T HAVE TO HAVE ONE SINGLE LANGUAGE TO CREATE A COUNTRY ||

[hyperTheme E1A] [E¹ Argument / Stage 1]

like you don't have to have to have Nihongo to create Japan | even though the emperors of Japan or the people in 1863 believed that you only you must have Japanese | that is why they made the Ainu people learn only Japanese | I heard *ah* from another Sensei that they are only now [--] [*writes on the Blackboard*] eighty people in Japan who speak the Ainu language | so even amongst the Ainu people | Ainu language is dead | so you find in Japan [11:28:00] the government has been trying to say you must only use the Tokyo dialect and one type of Japanese ||

[hyperTheme E1B] **[E¹ Argument / Stage 2]**

now whereas if you look at South East Asia | you find that it is different | you can create a country by language policy | like Indonesia has been created by a language policy | now Singapore has been created by a language policy even Thailand or Vietnam | if you take all these countries you'll find that even though they have many many ethnic groups by language policy | they have been able to create a nation | so please don't go to a country | and kill all the languages | and impose English language right ||

[macroNew E1] **[E¹ Reiteration of Thesis]**

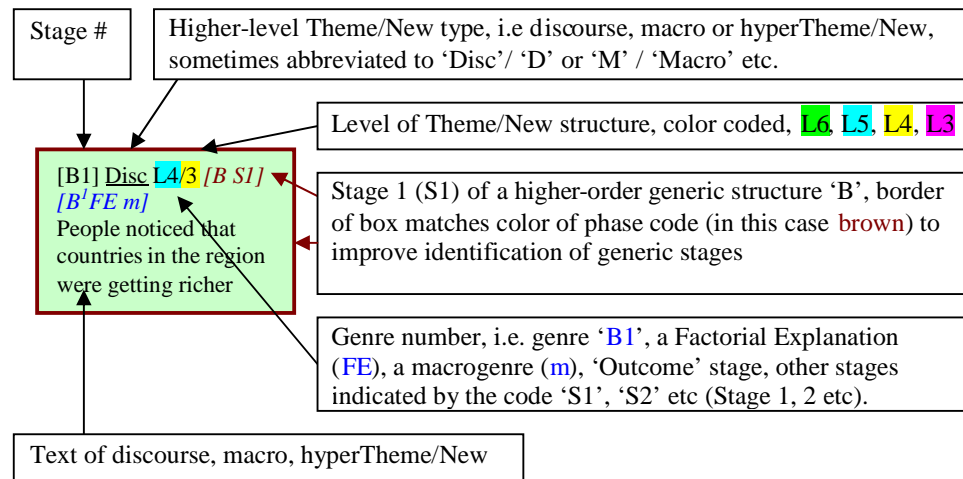
SO YOU CAN STILL HAVE MANY LANGUAGES | AND BY A VERY CAREFUL POLICY | YOU CAN CREATE A NATION OKAY ||

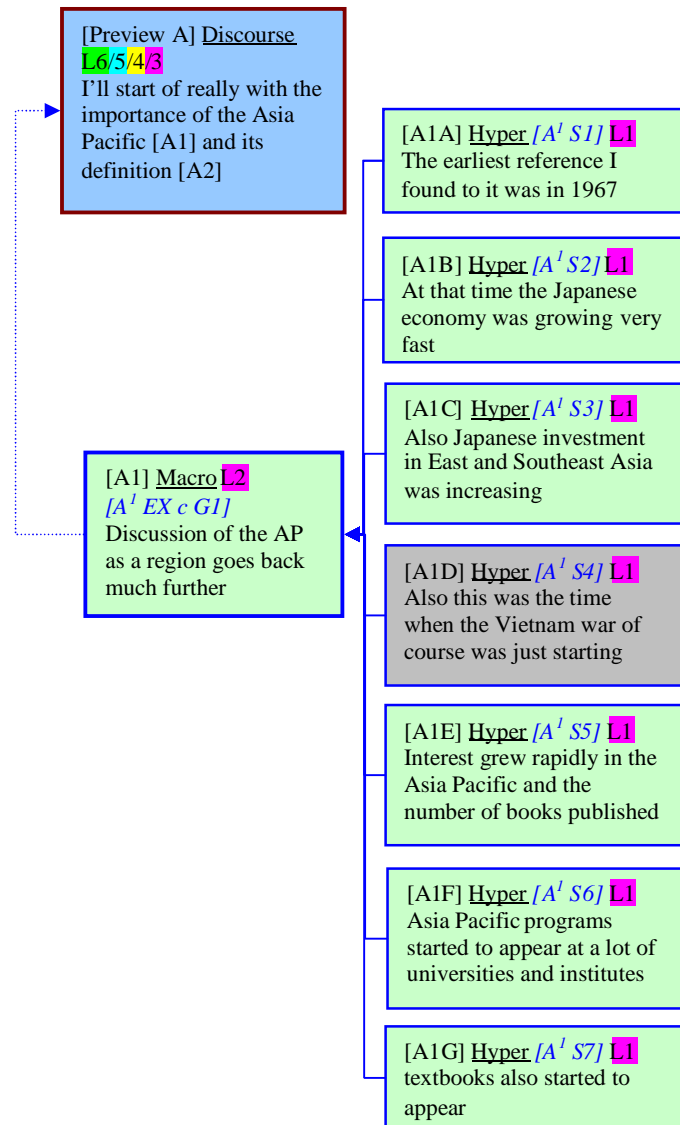
[Lecture Management]

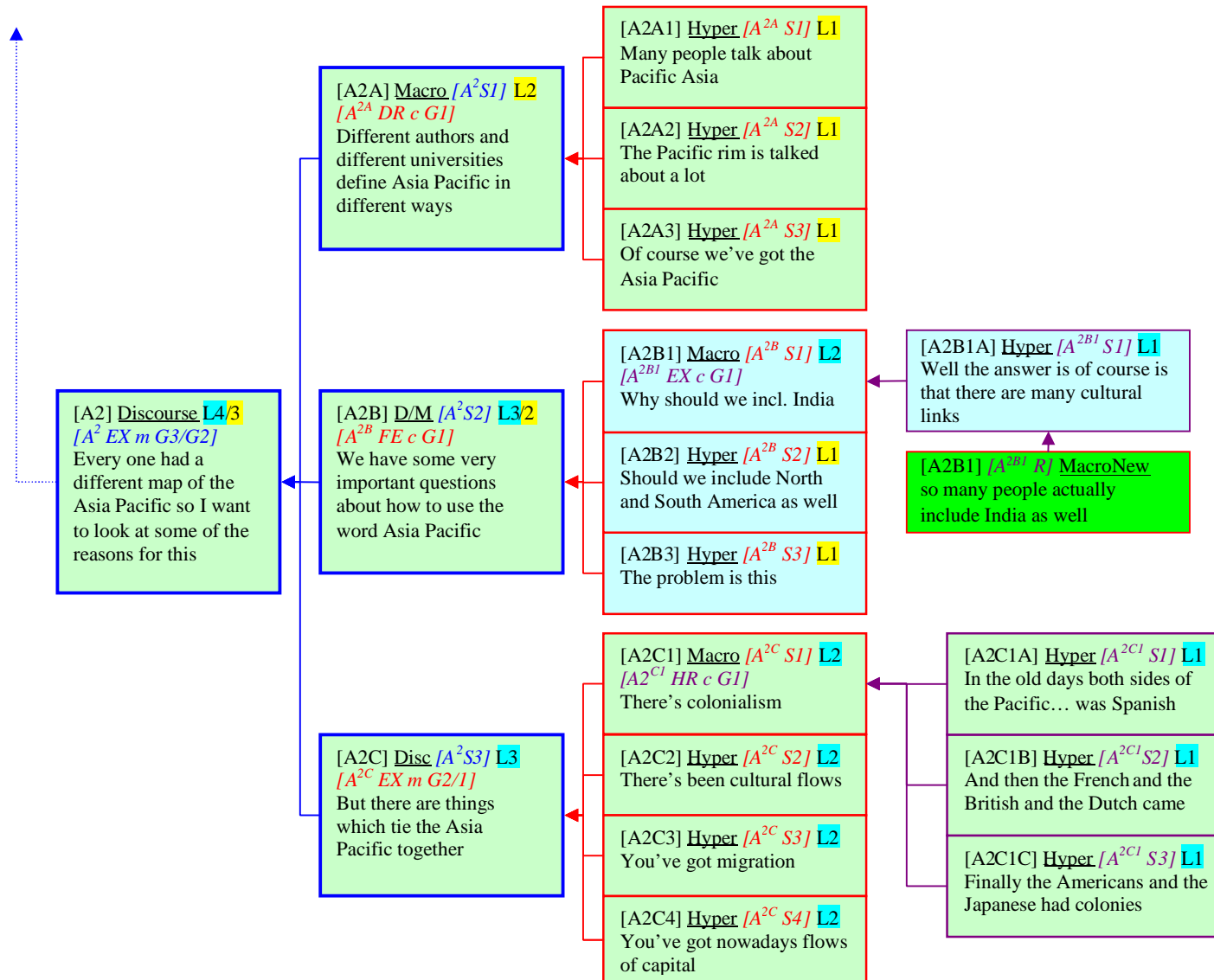
so now please go to your different classes for discussion okay thank you //

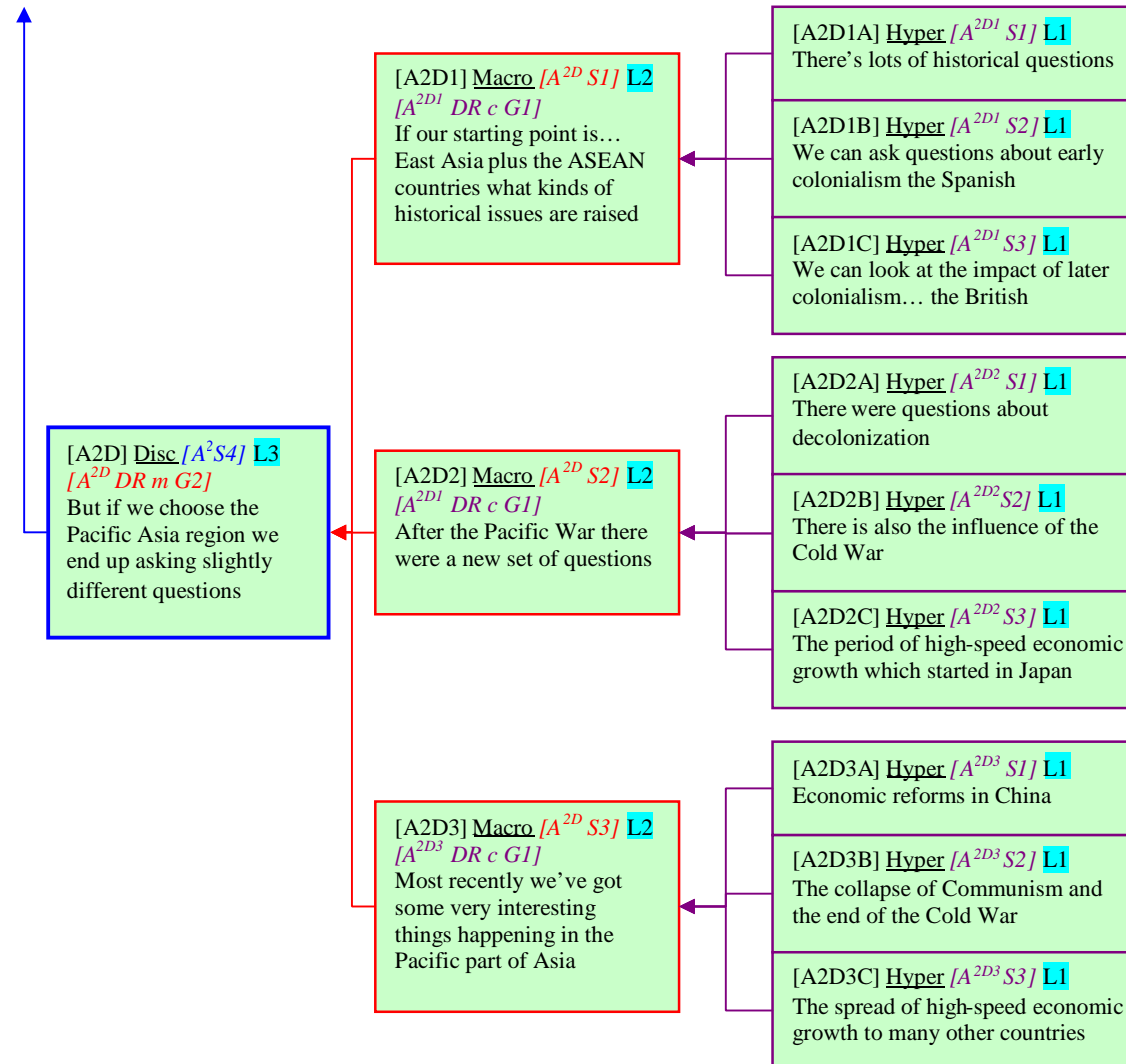
APPENDIX 13a: Diagrammatic Overview of Topic Phase A in Lecture 1

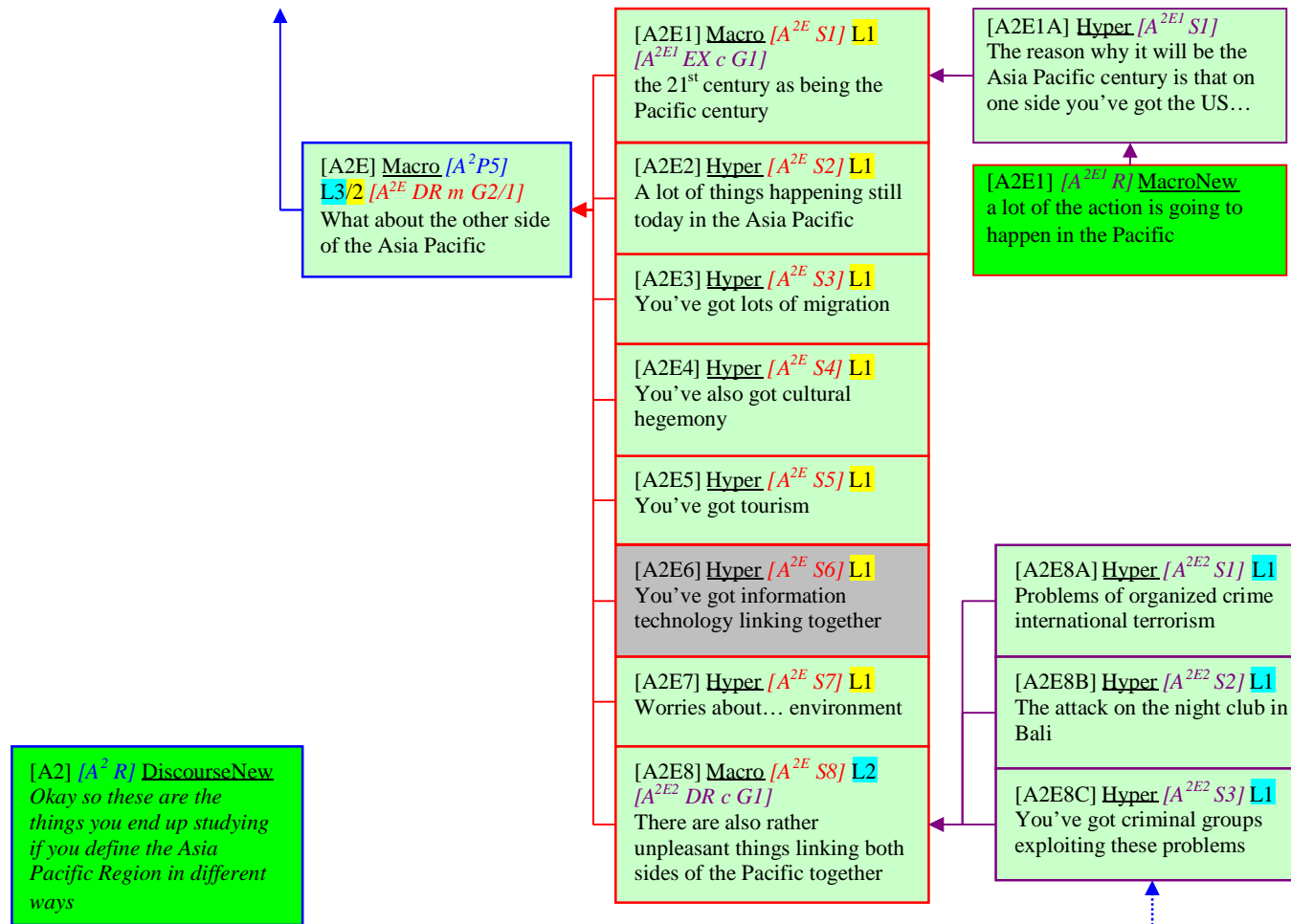
Key to Diagram





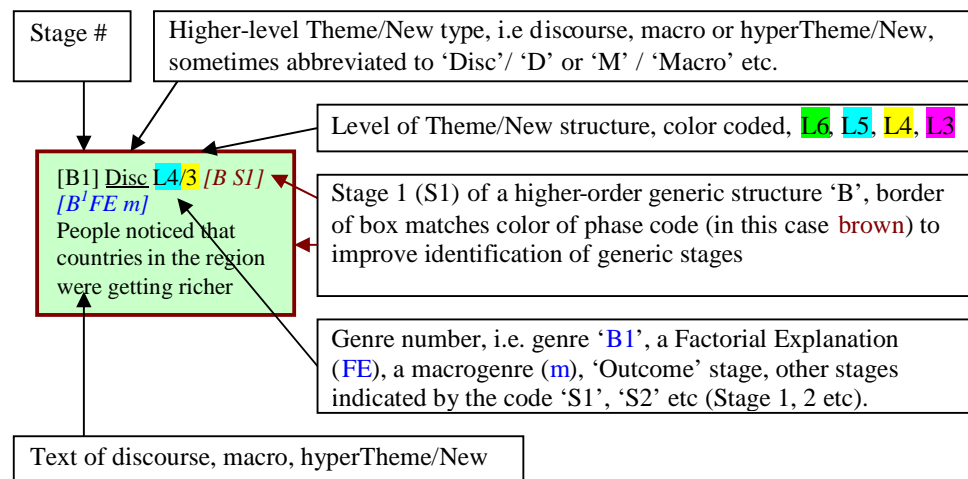


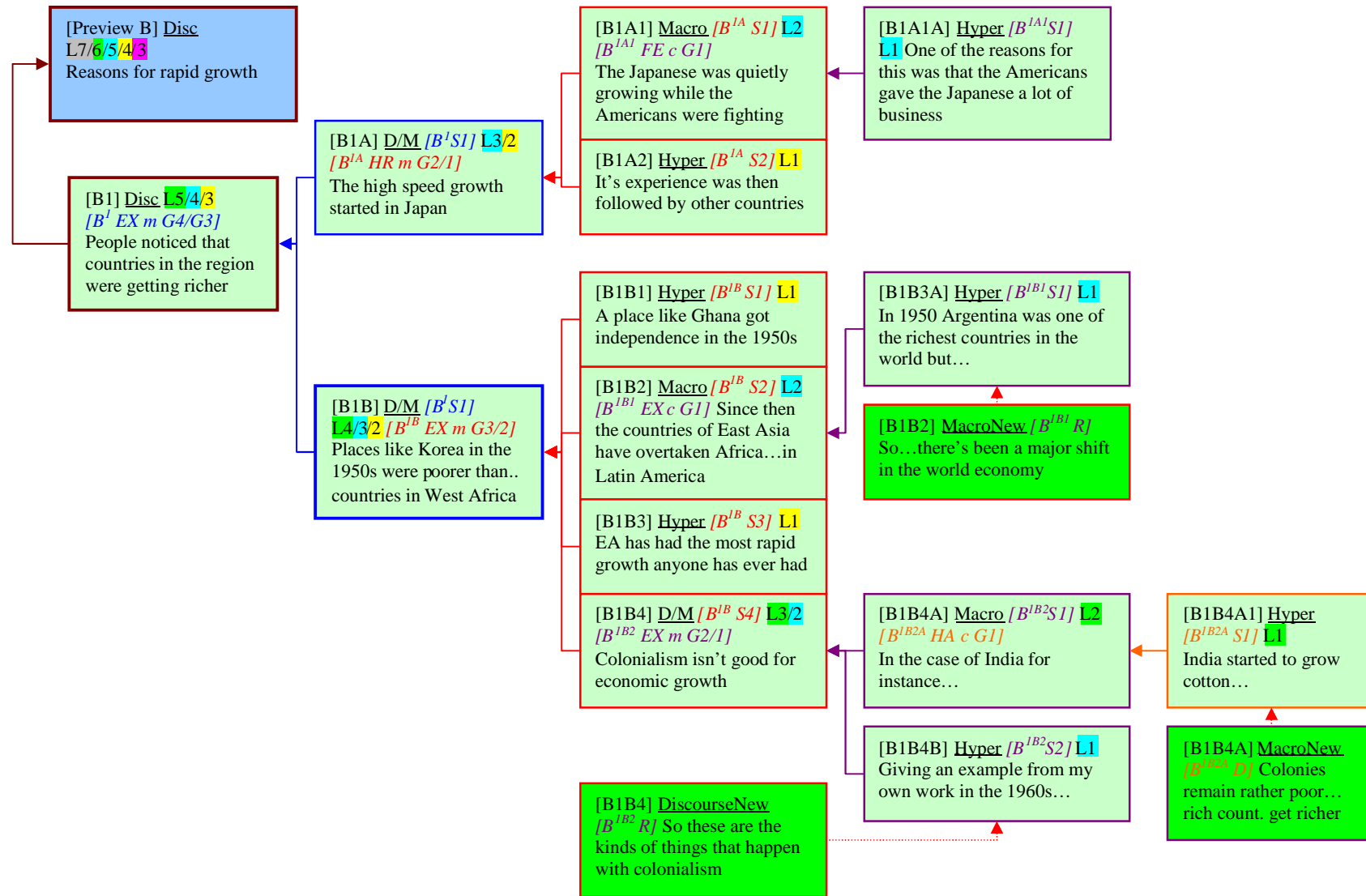




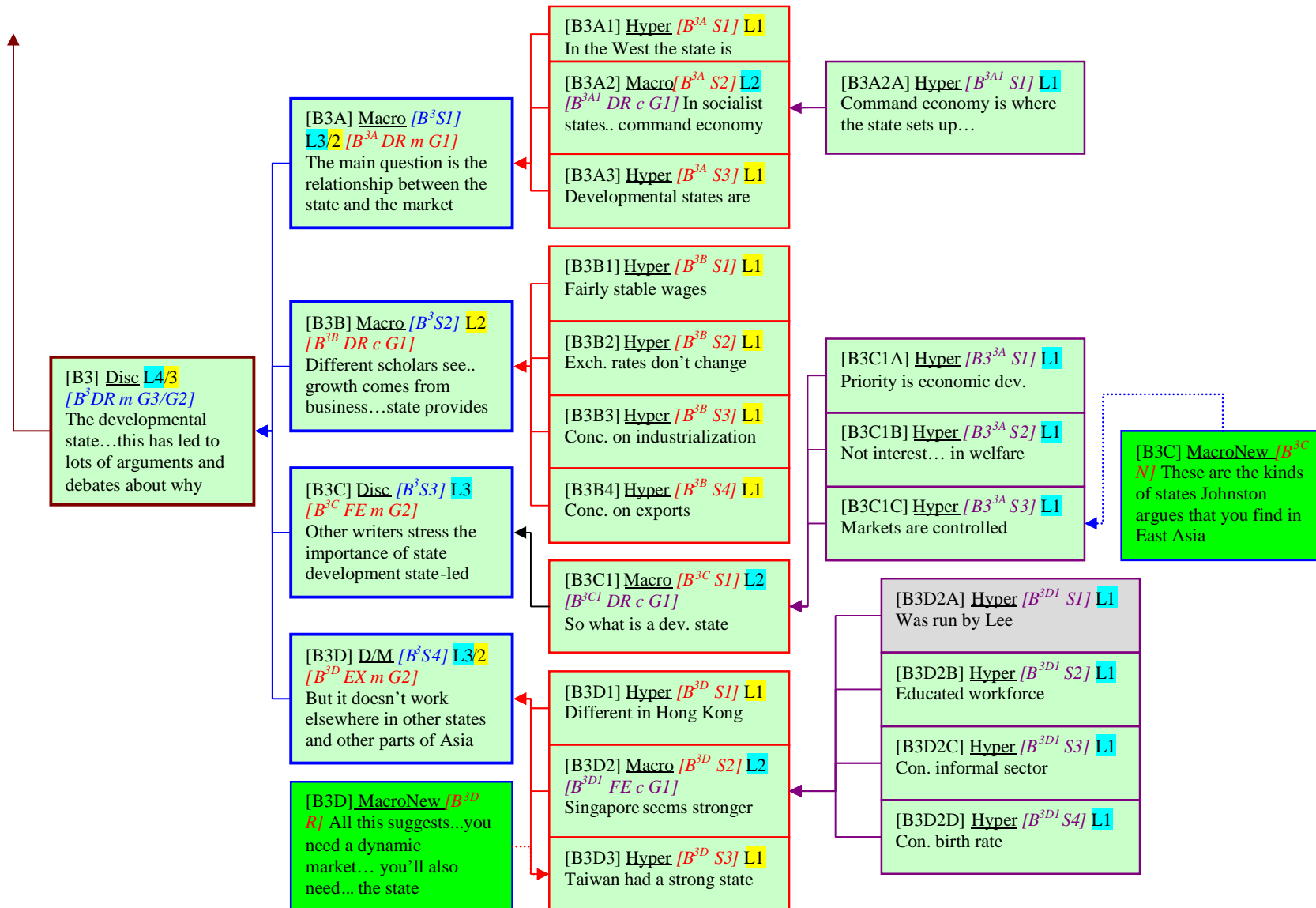
APPENDIX 13b: Diagrammatic Overview of Topic Phase B in Lecture 1

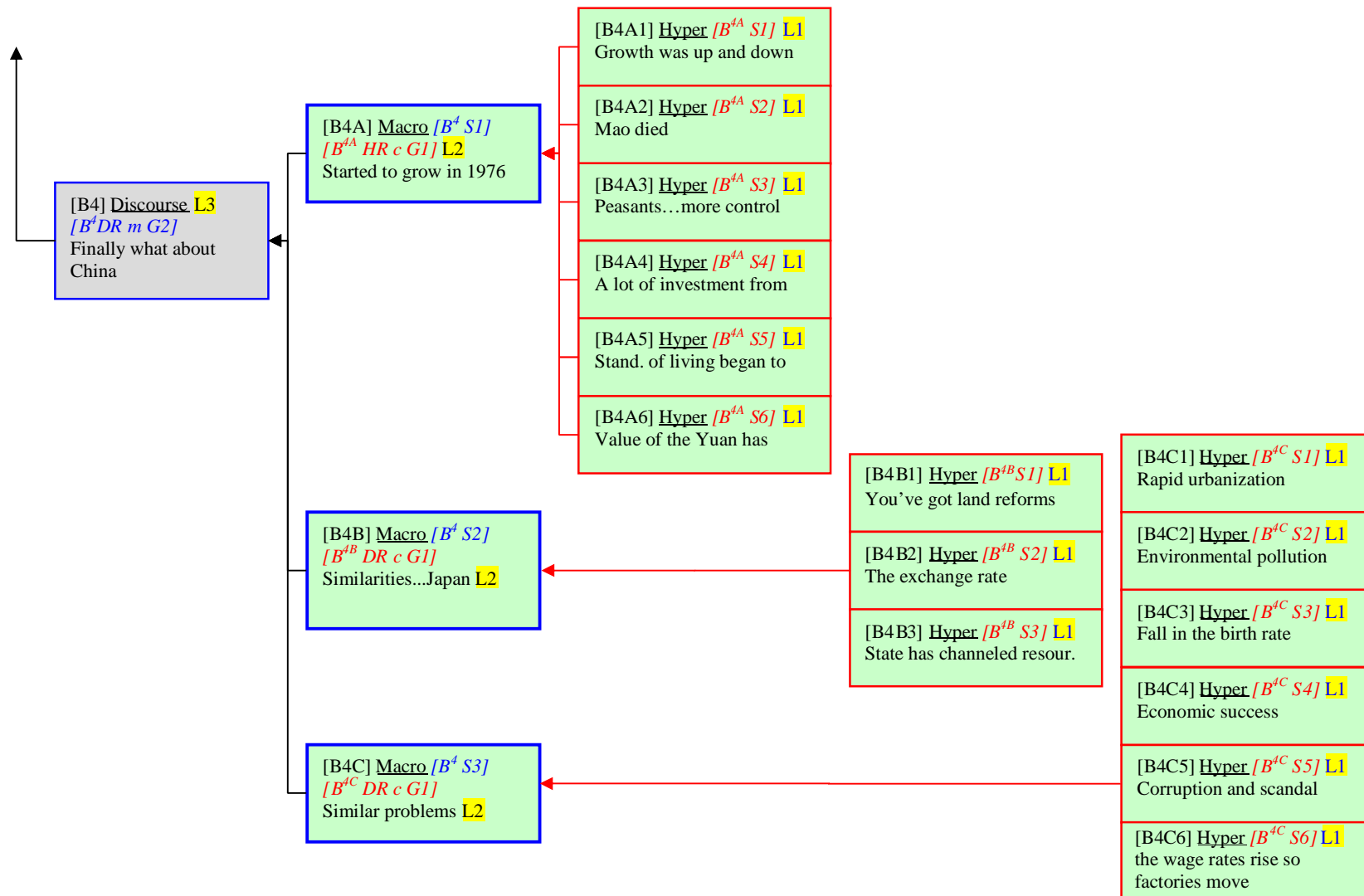
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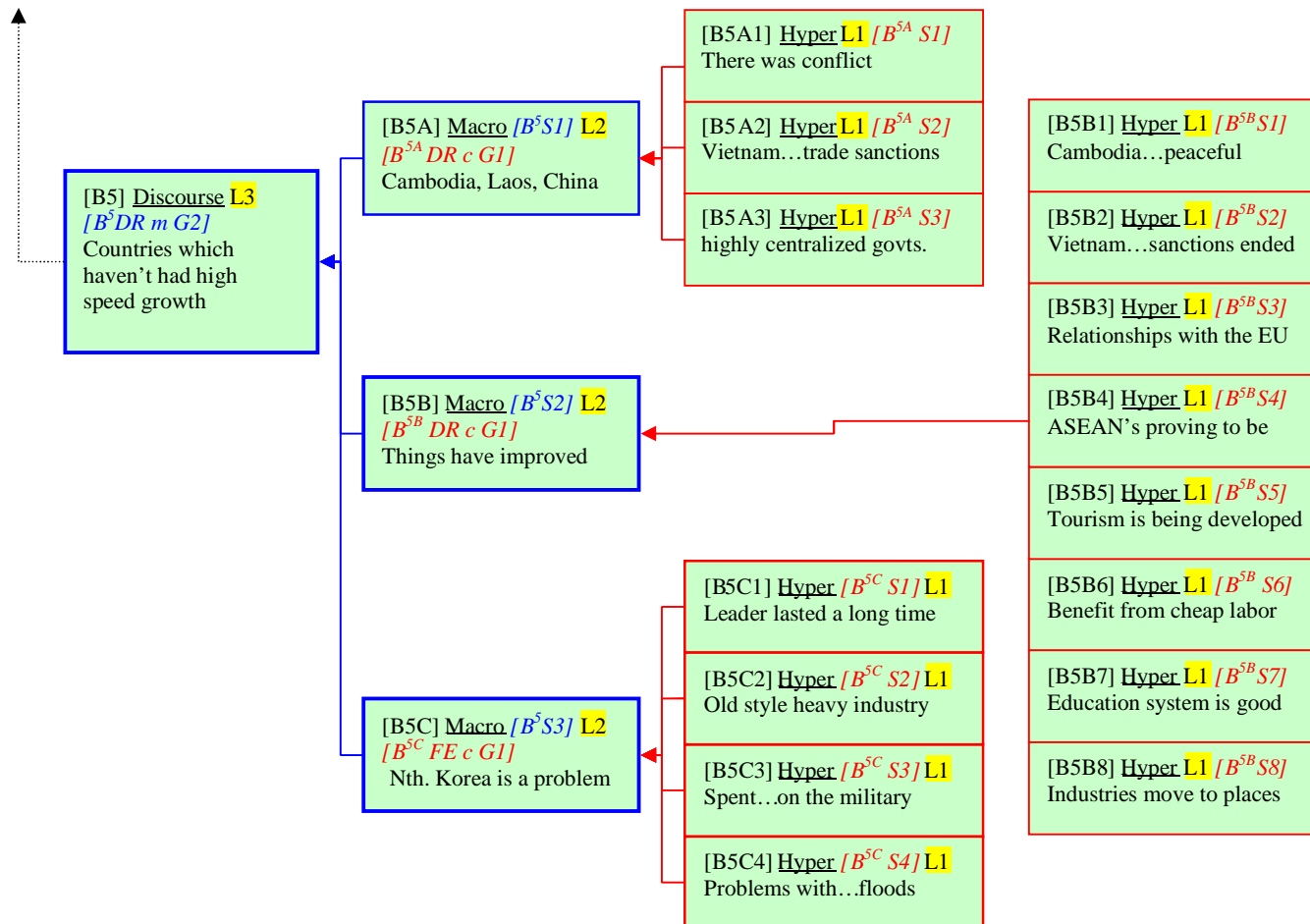


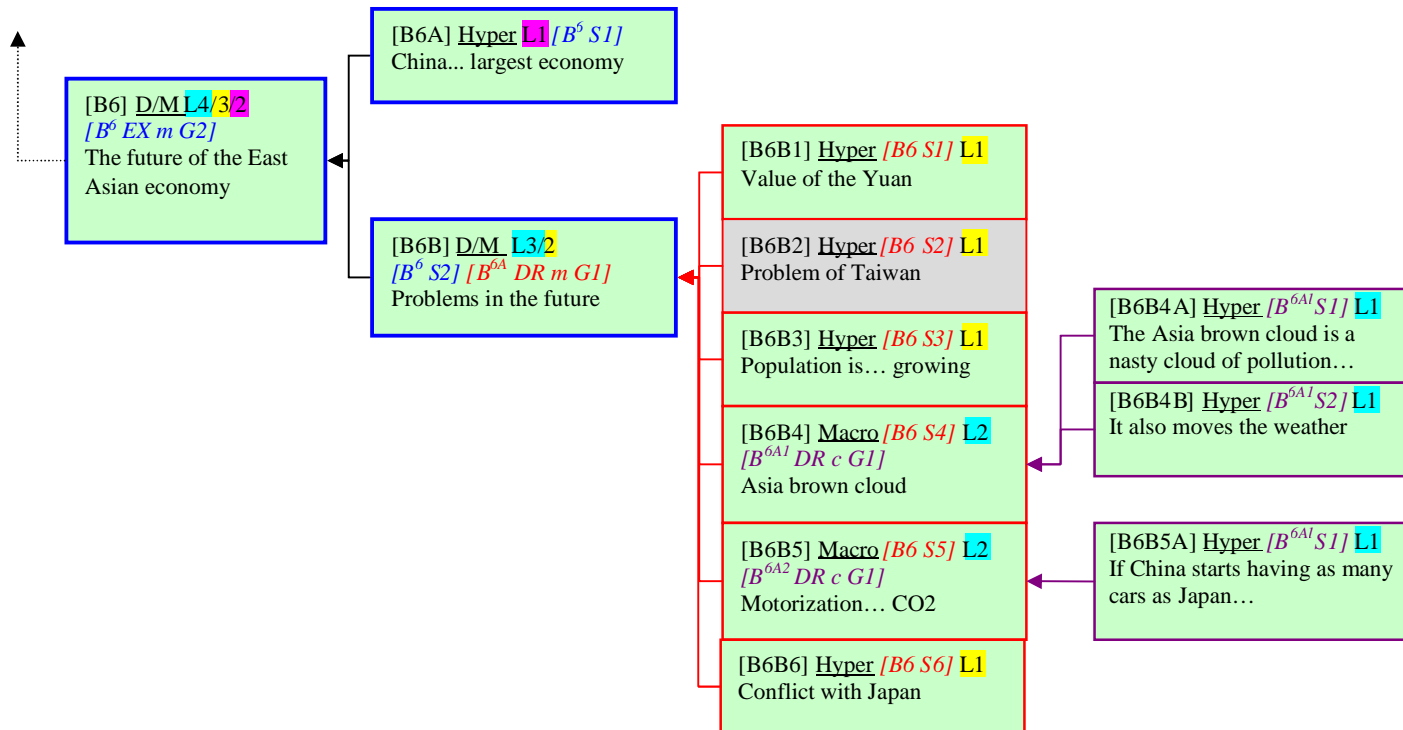






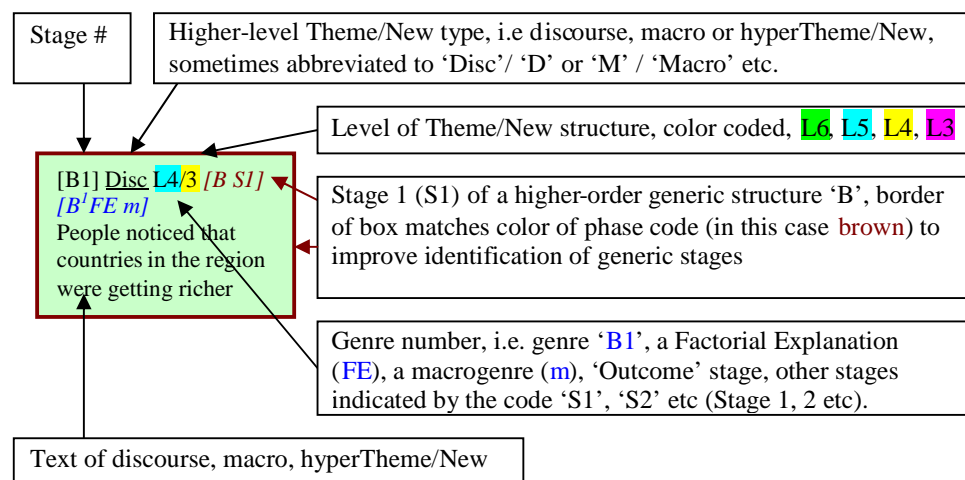


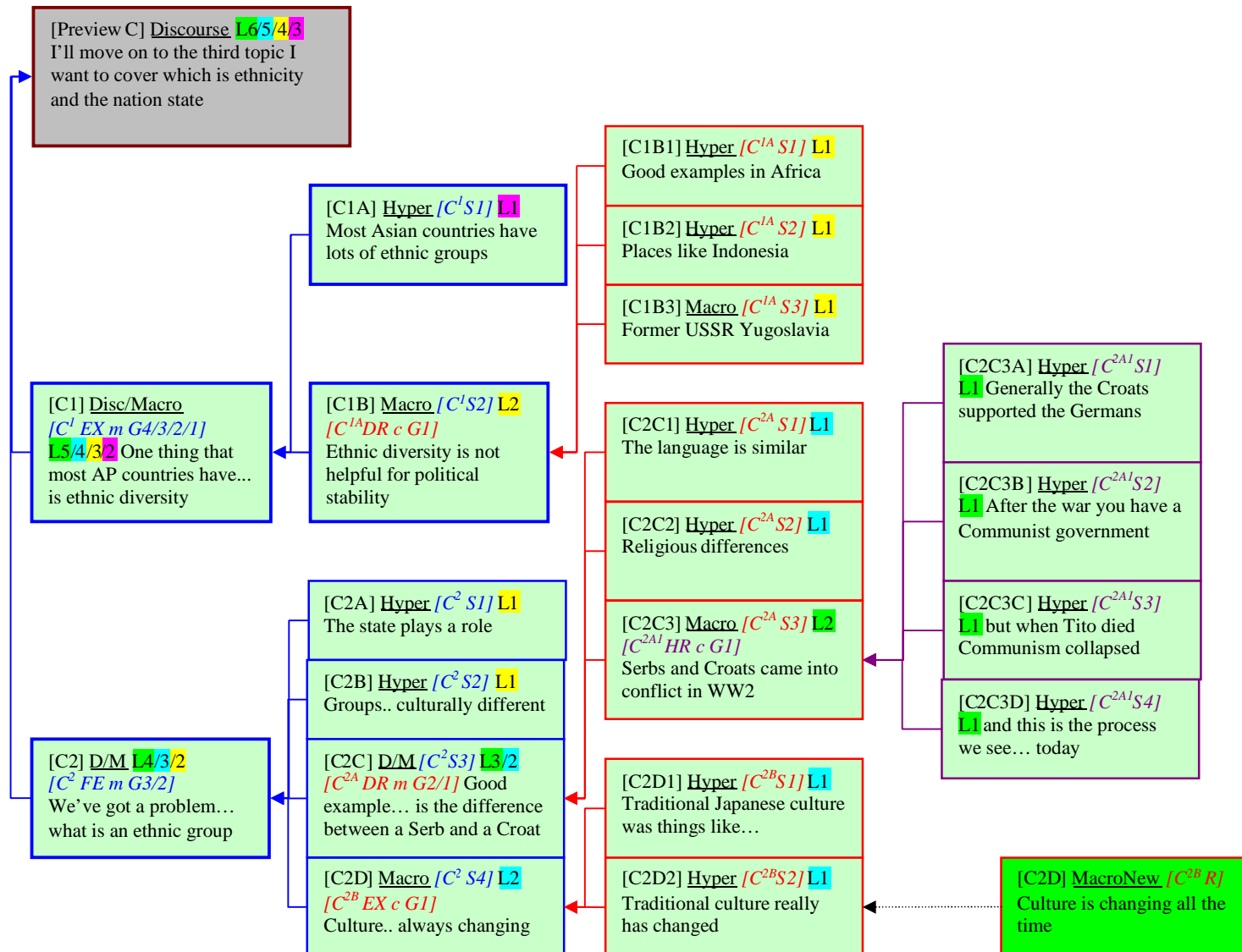


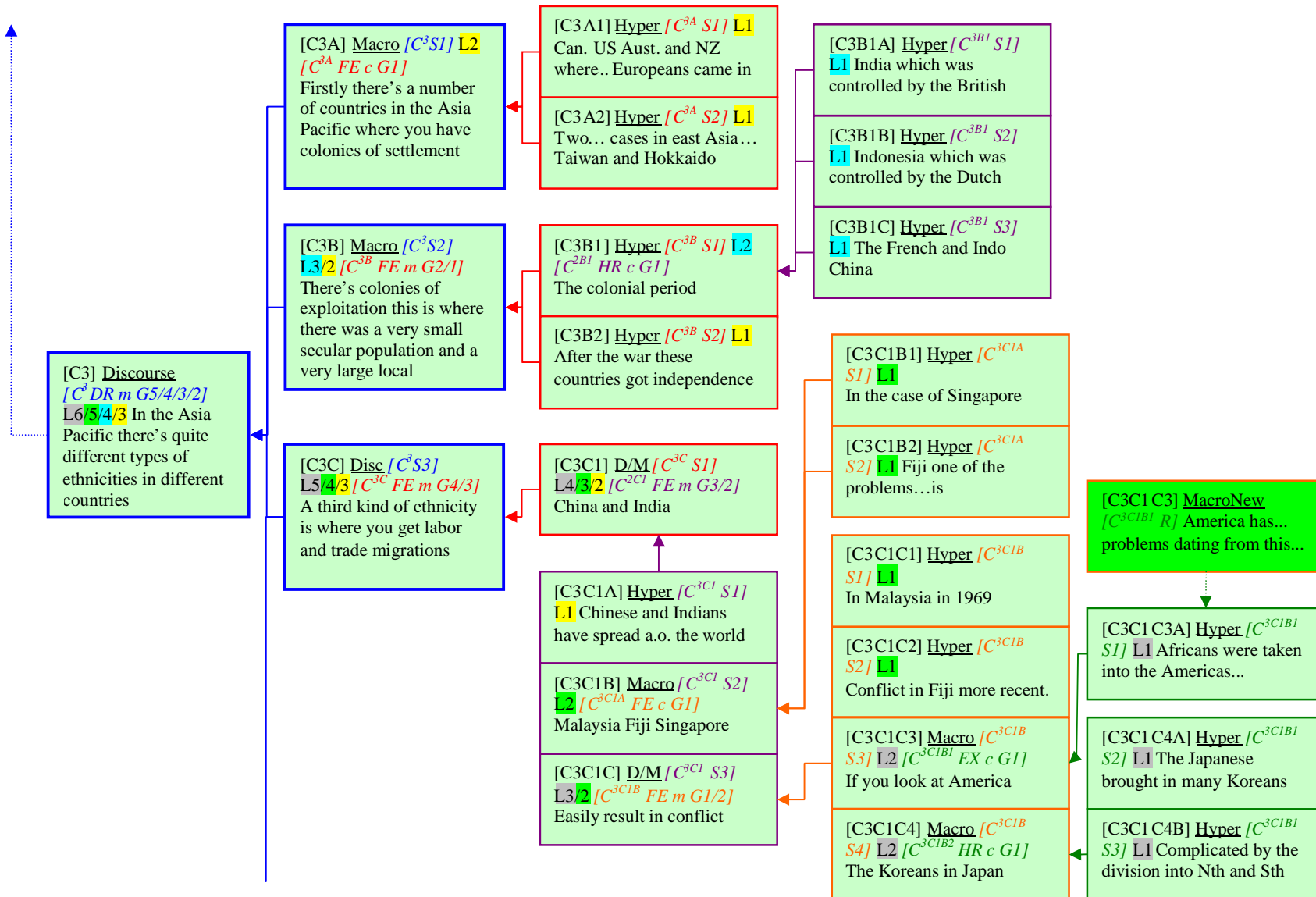


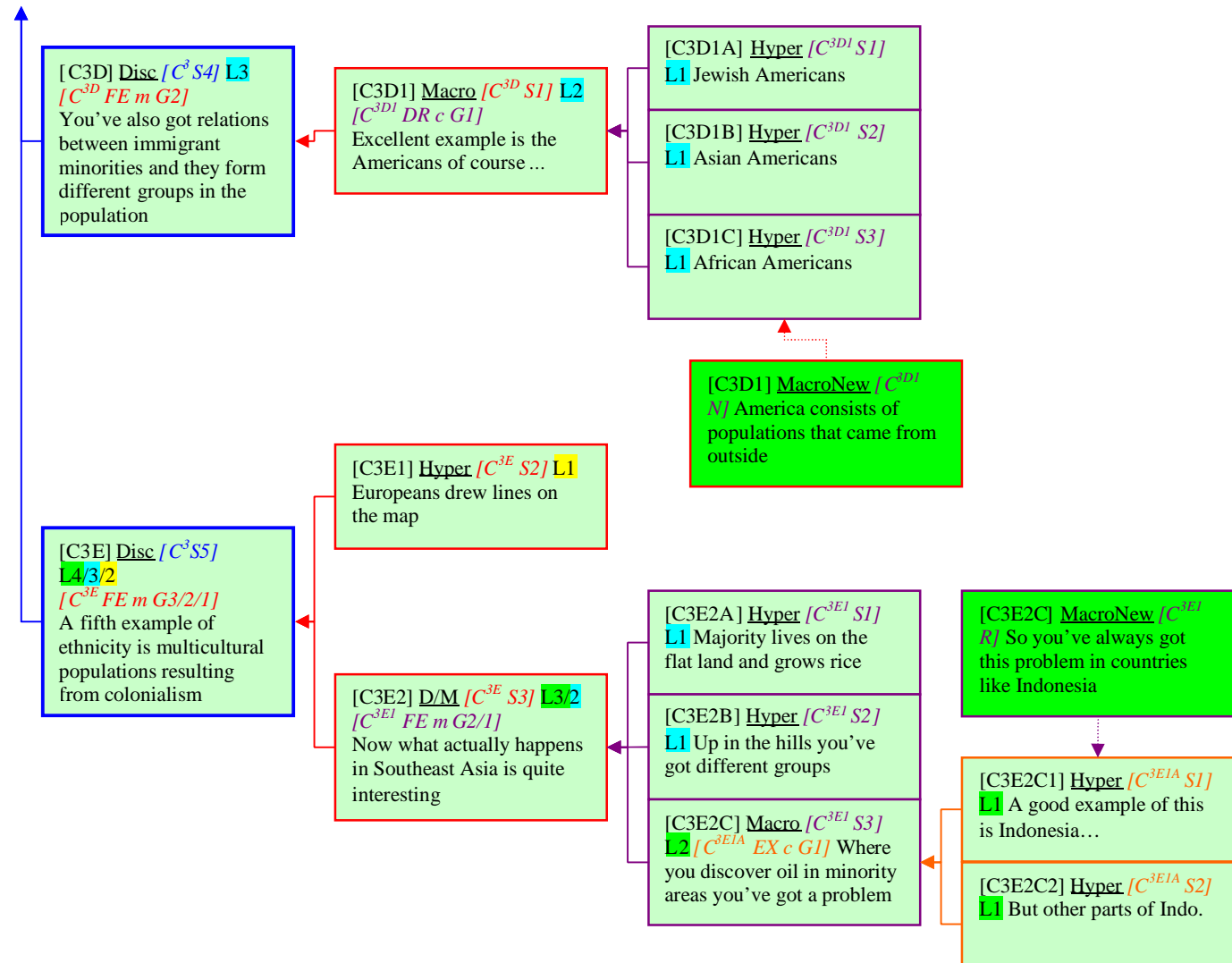
APPENDIX 13c: Diagrammatic Overview of Topic Phase C in Lecture 1

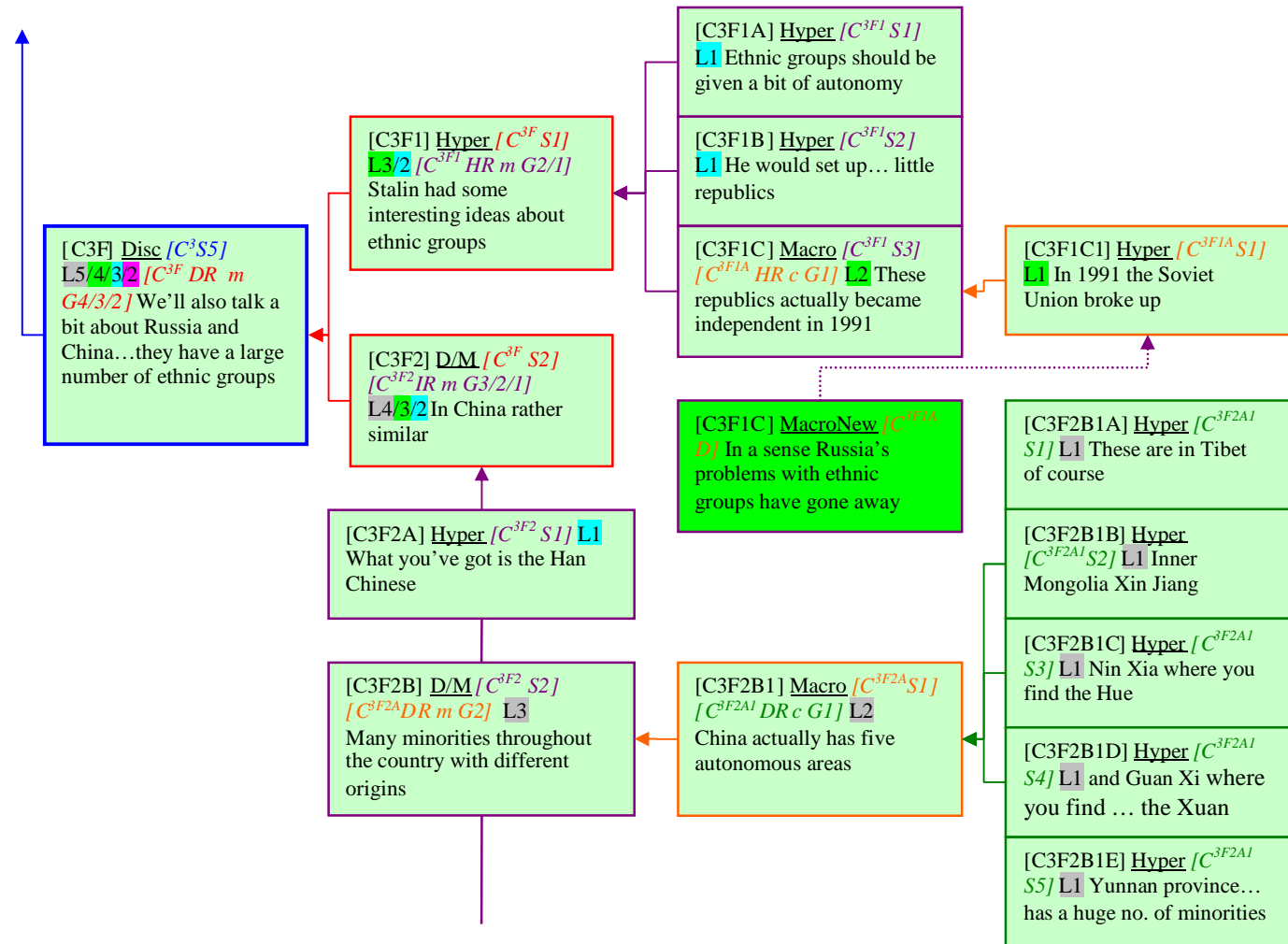
Key to Diagram

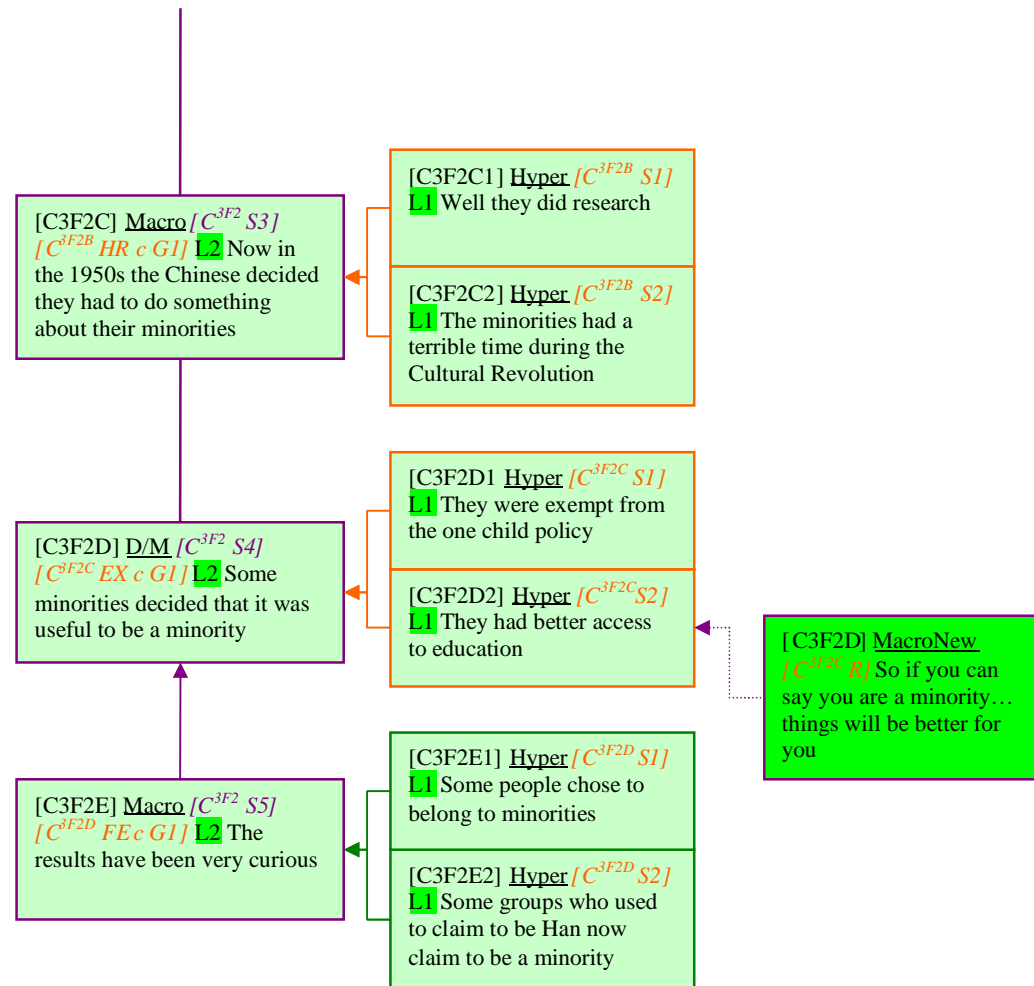


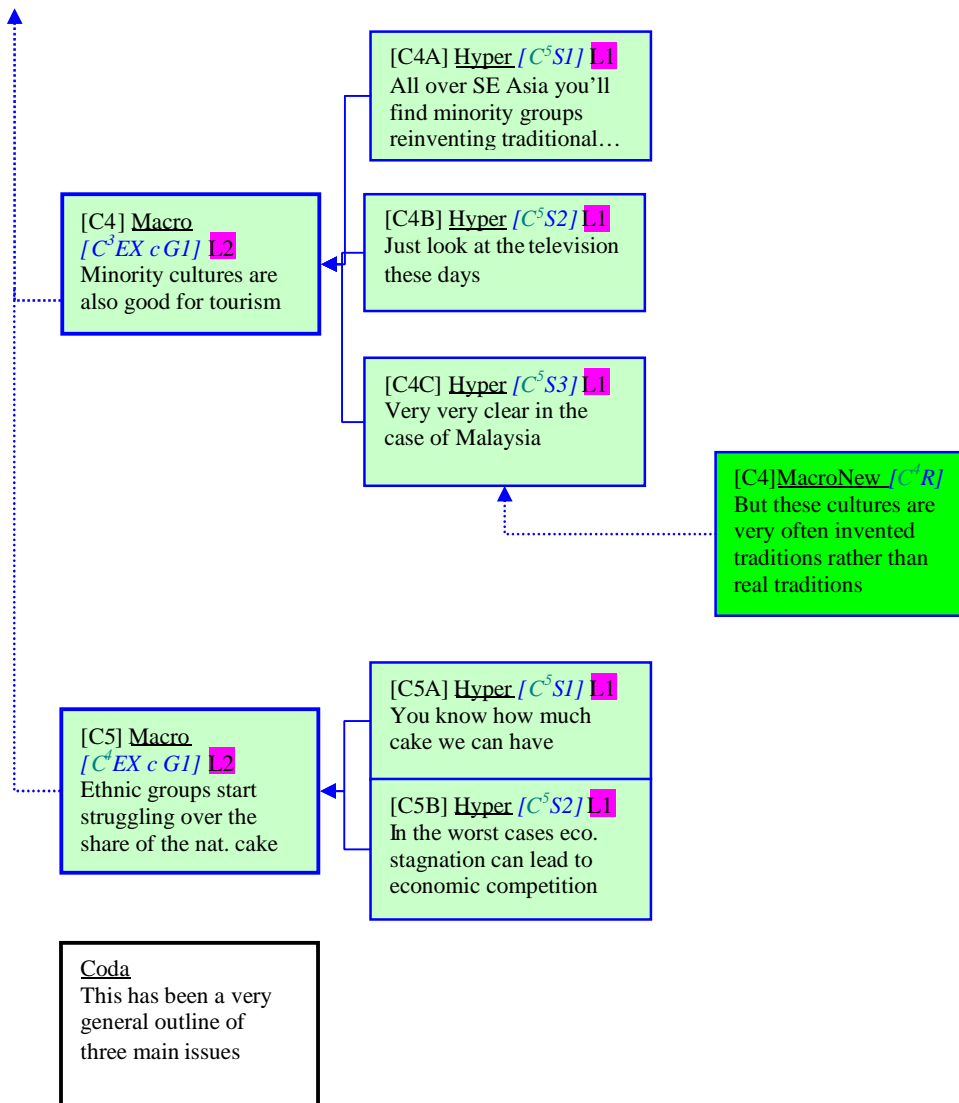






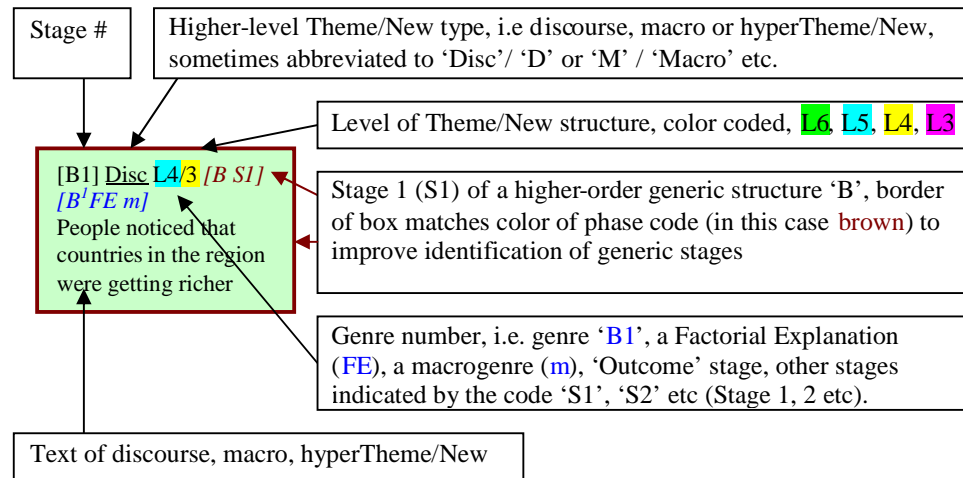


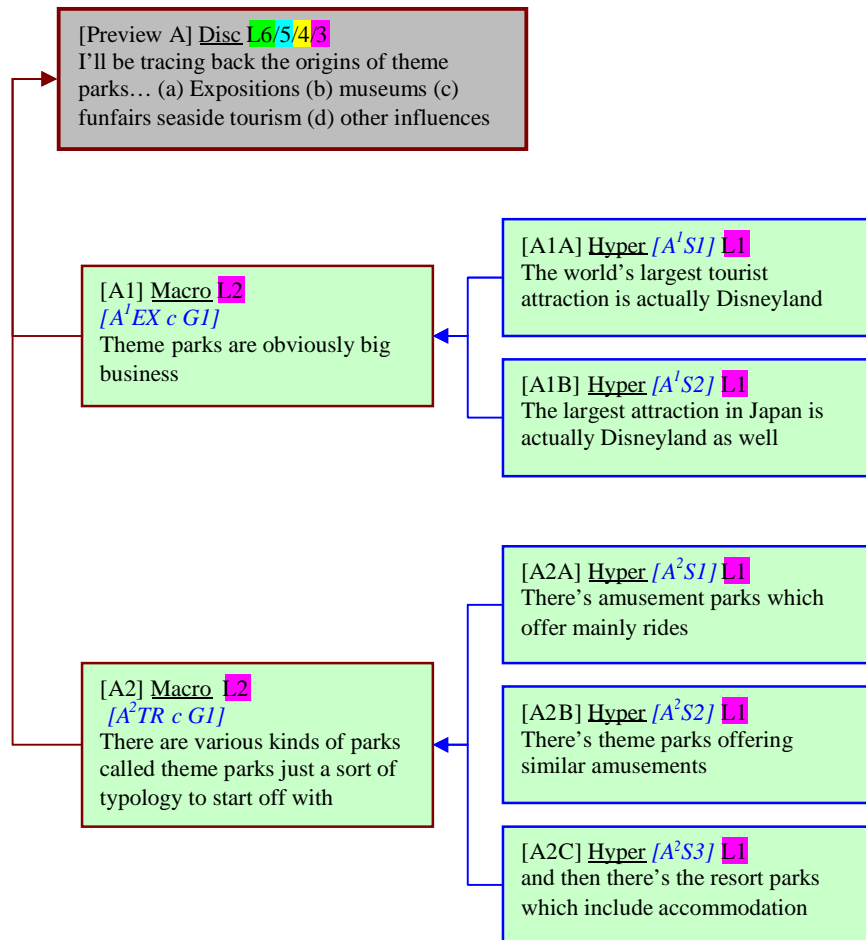


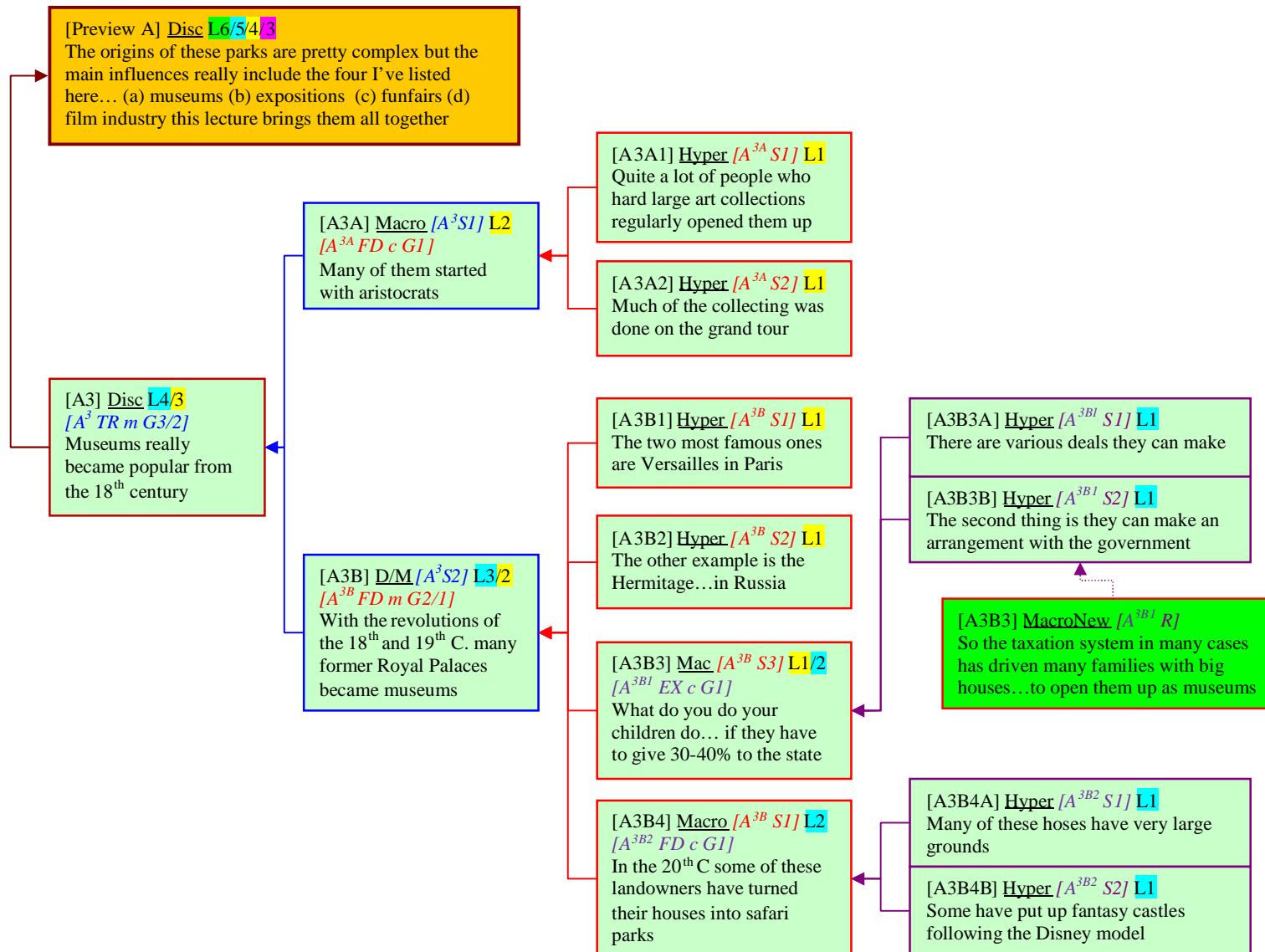


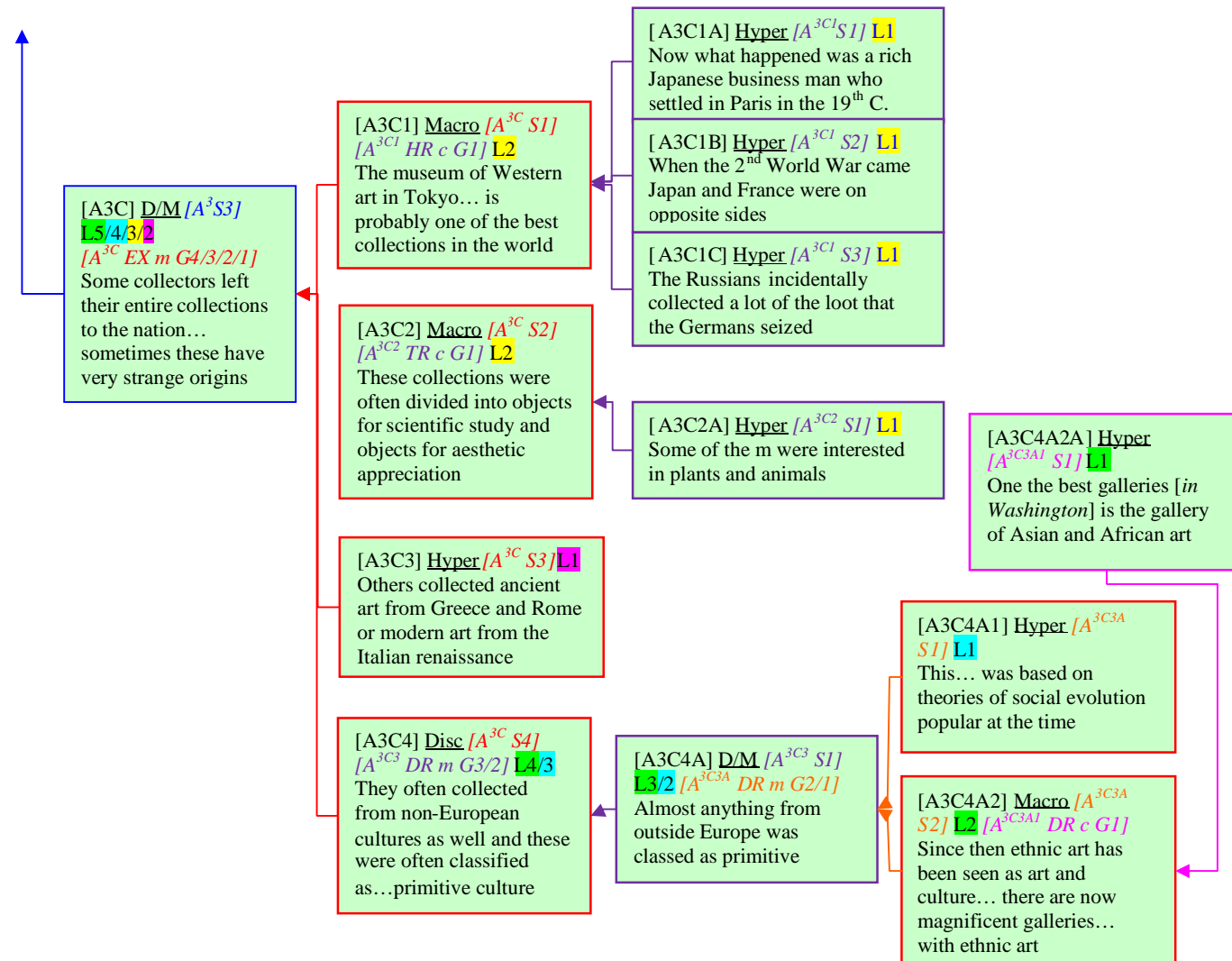
APPENDIX 14a: Diagrammatic Overview of Topic Phase A in Lecture 2

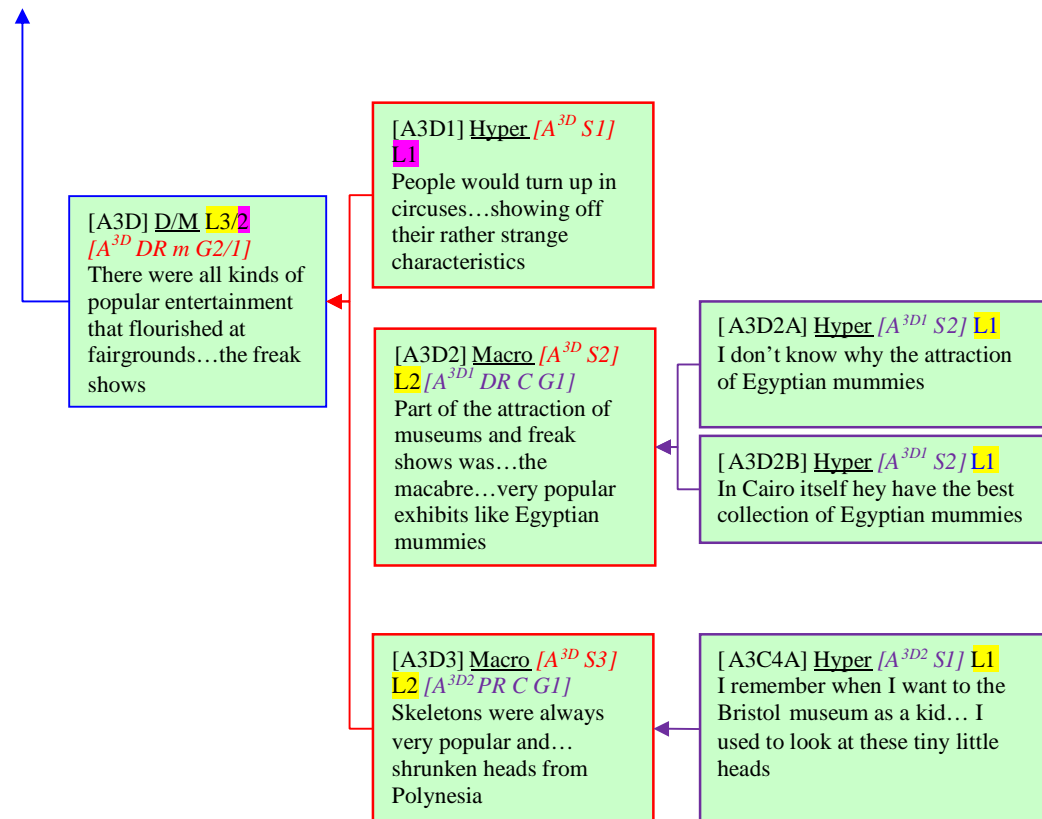
Key to Diagram

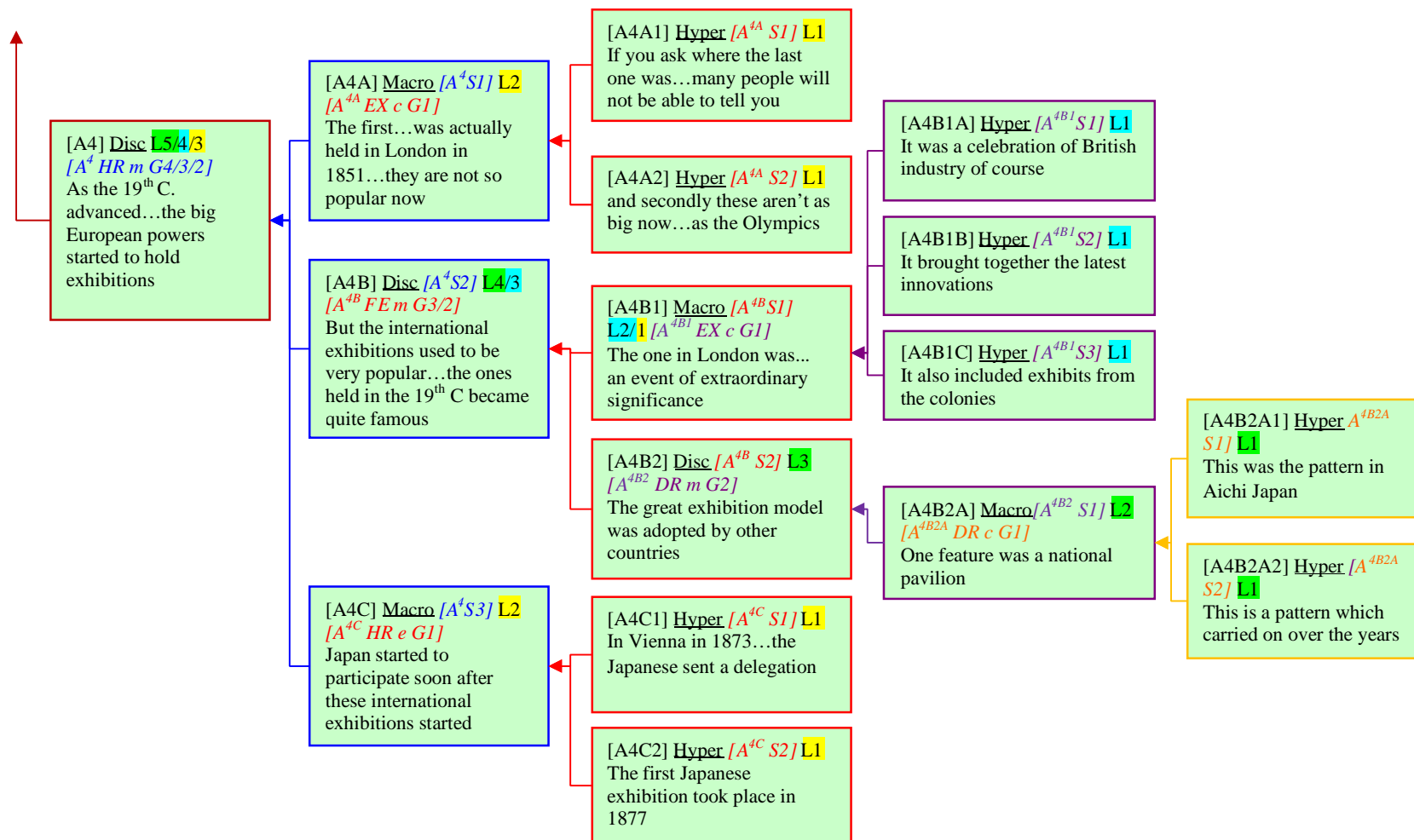


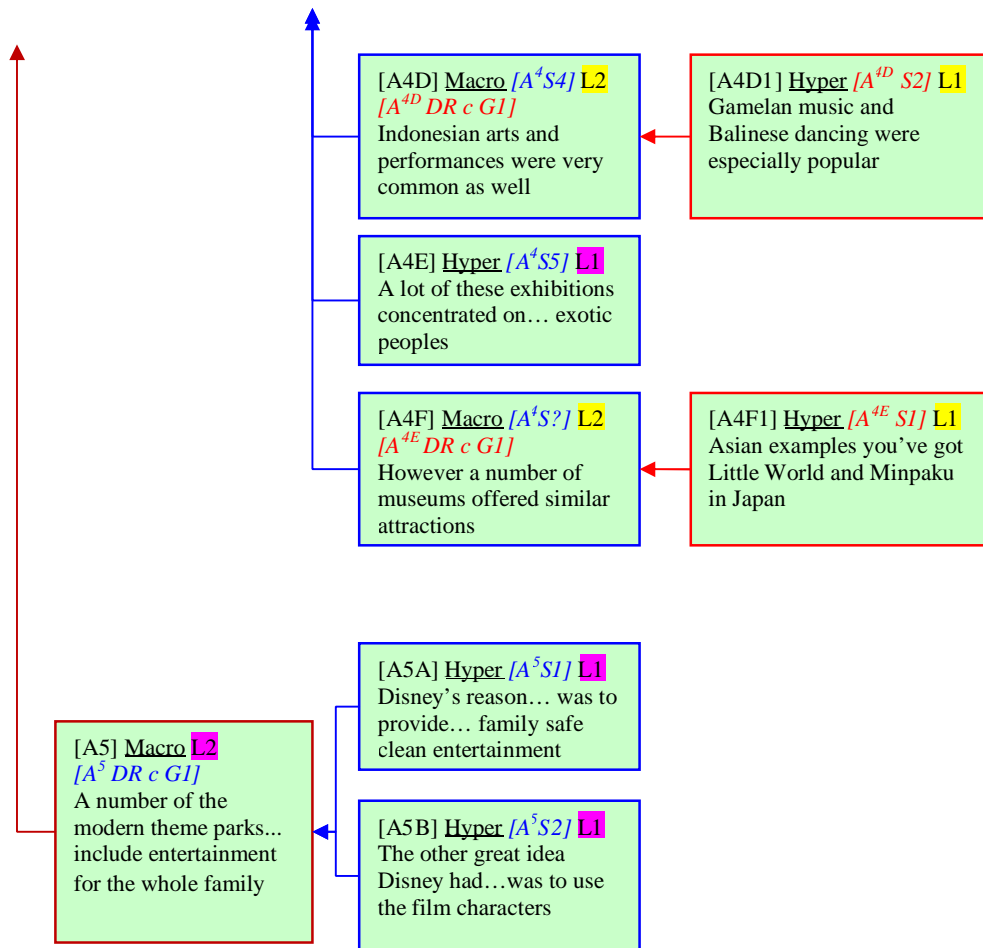


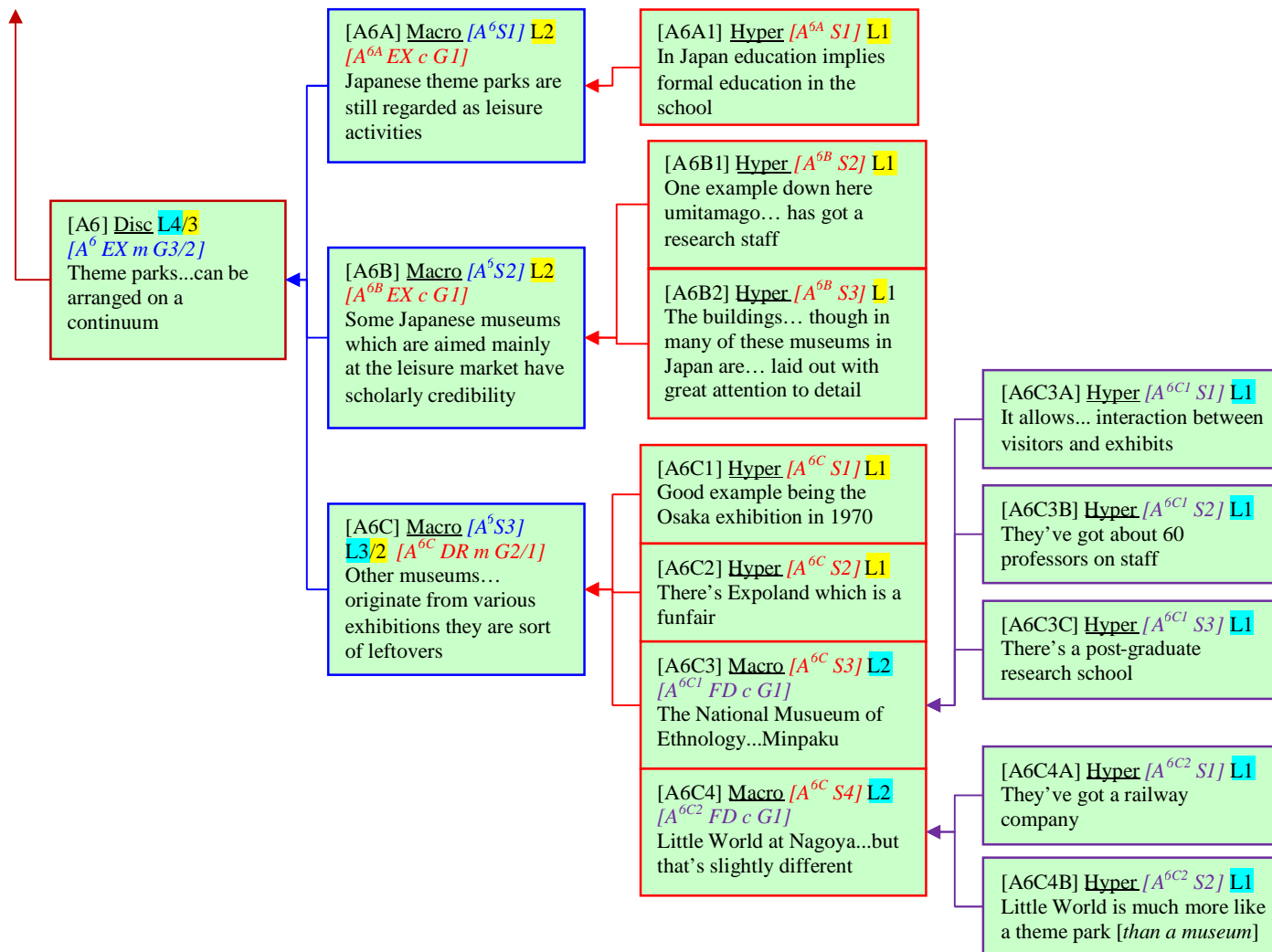


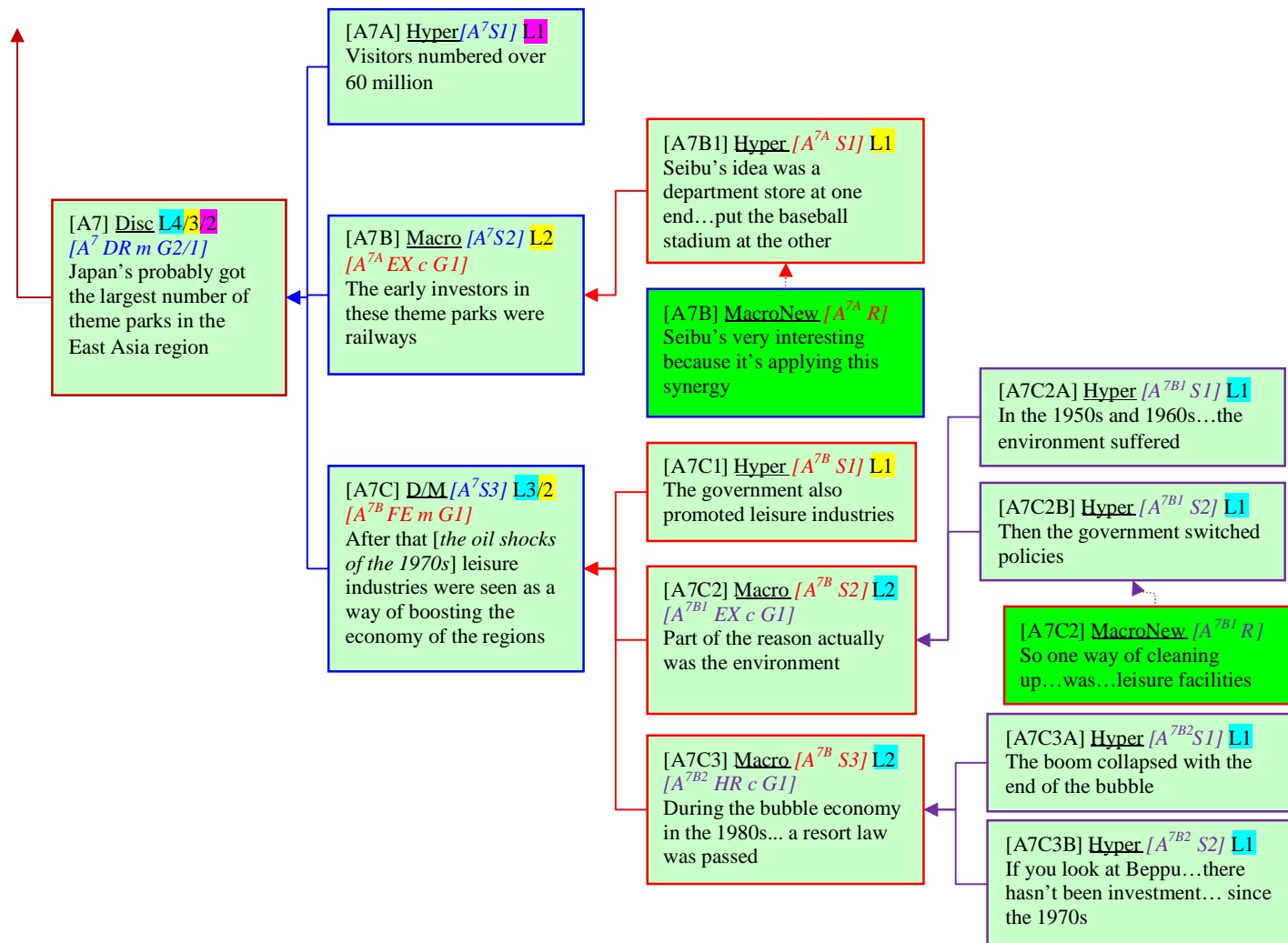


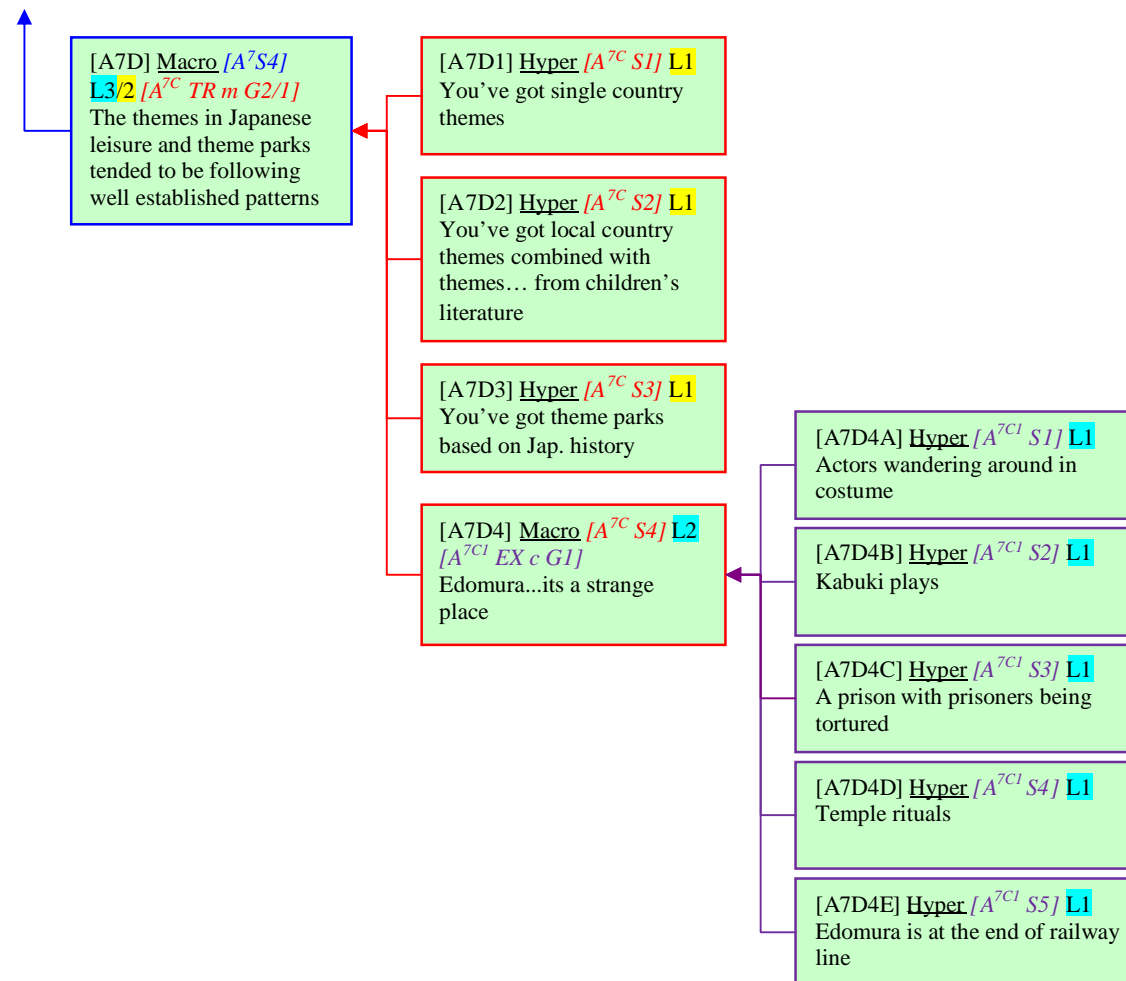


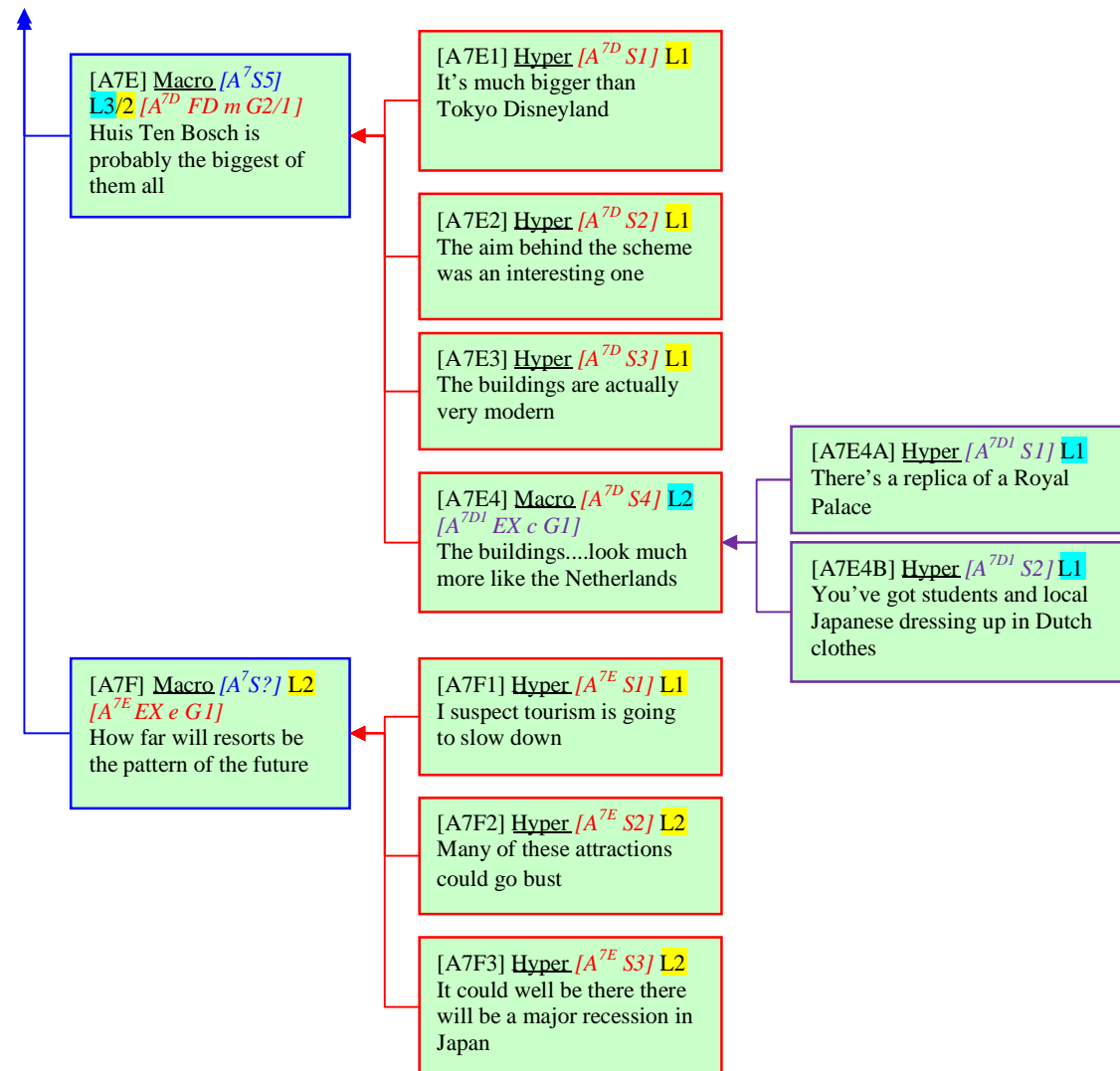


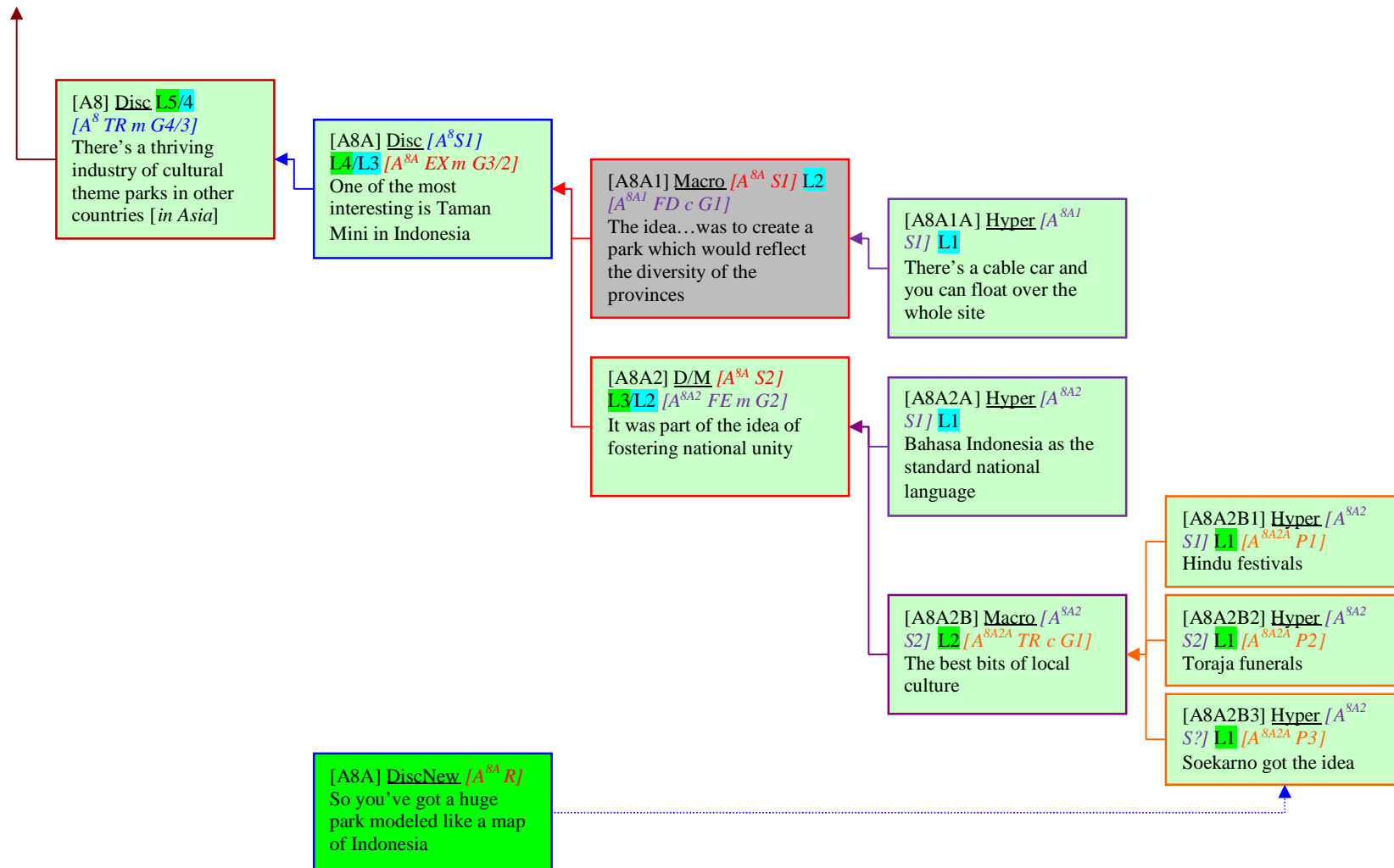


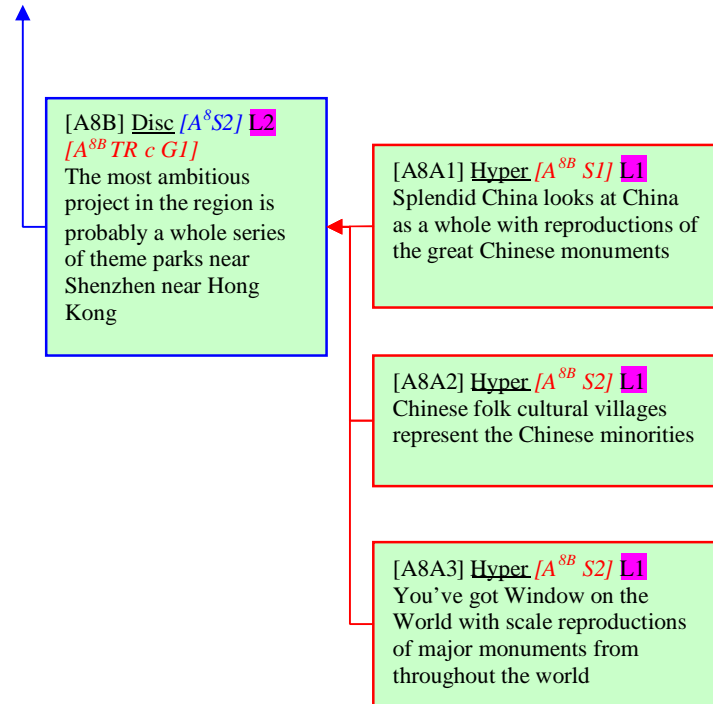






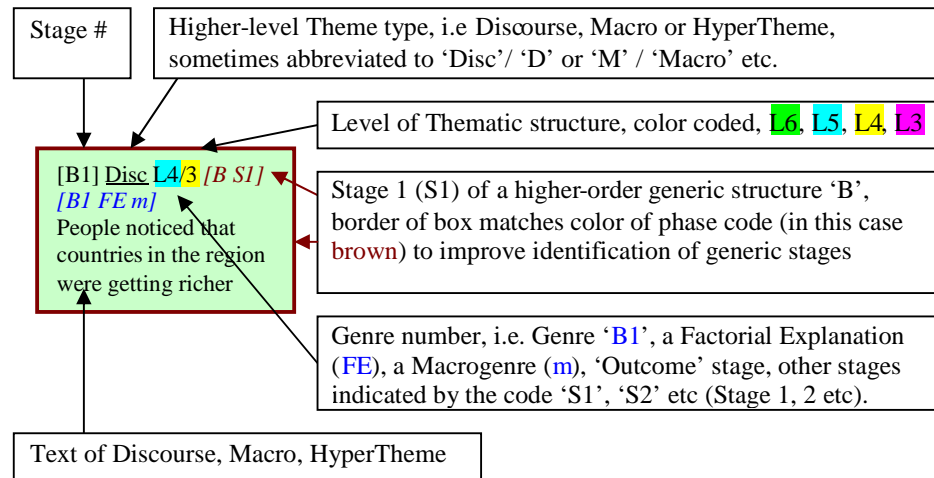


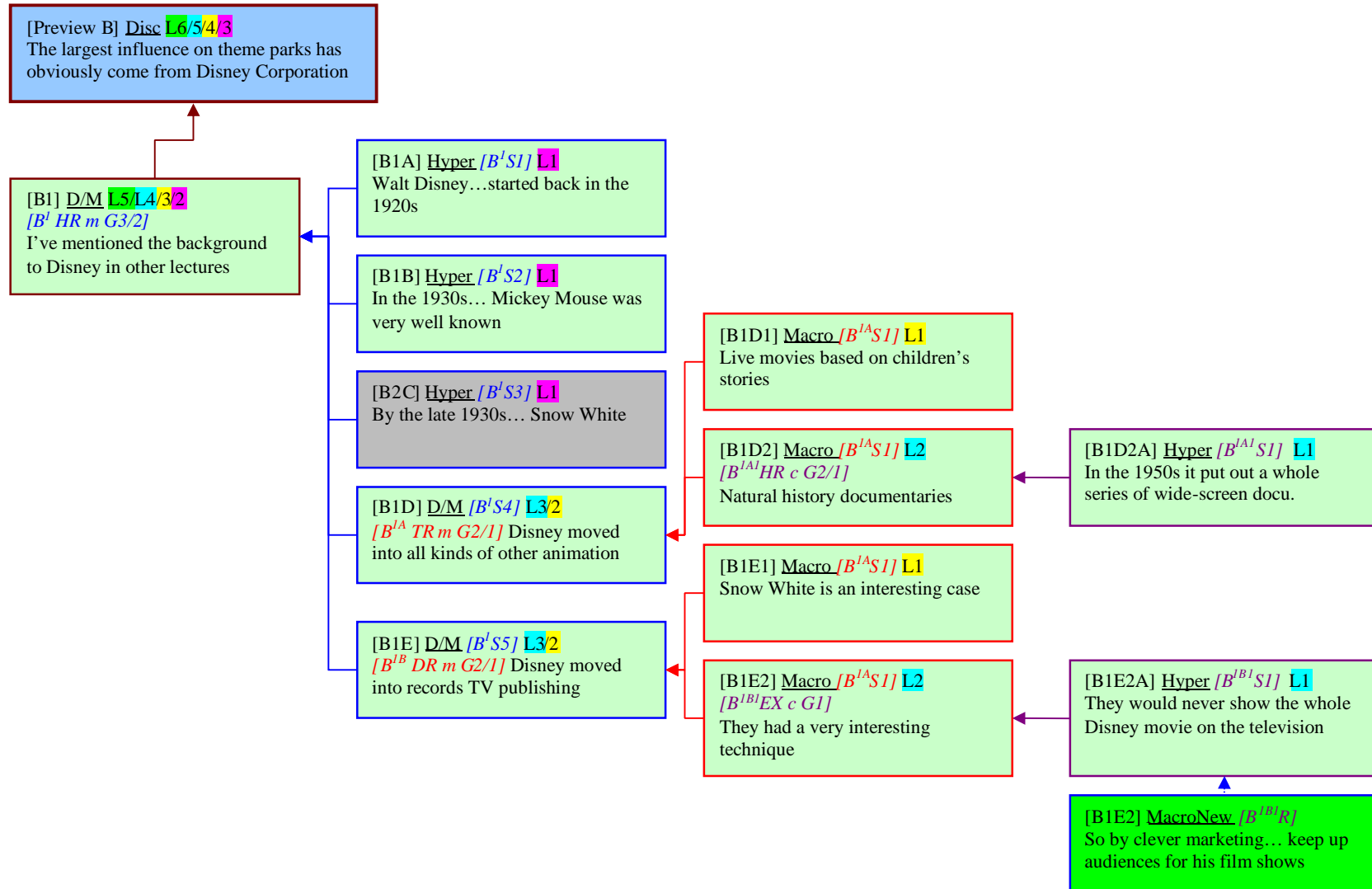


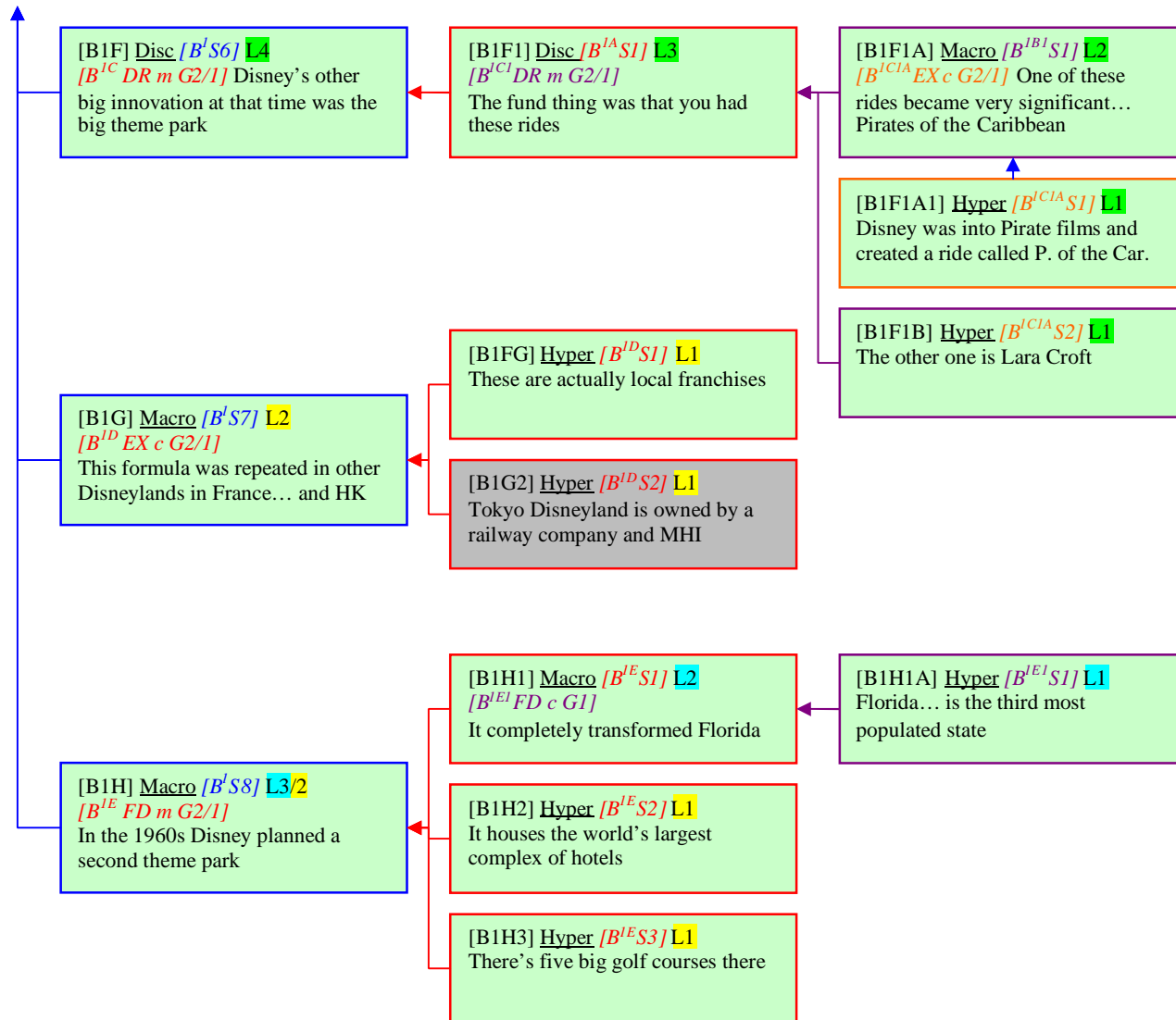


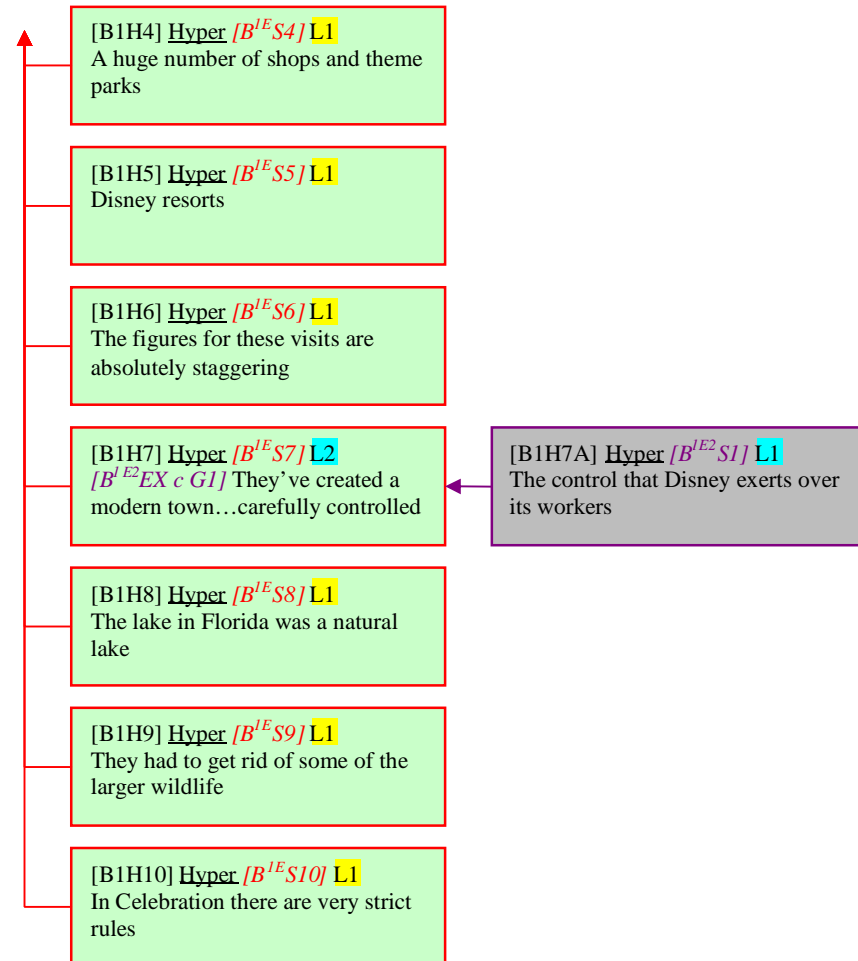
APPENDIX 14b: Diagrammatic Overview of Topic Phase B in Lecture 2

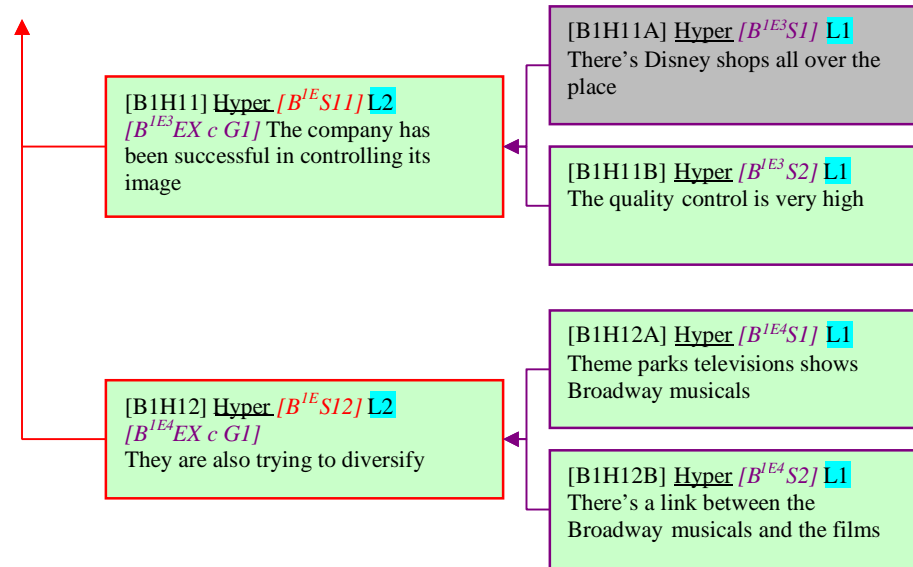
Key to Diagram

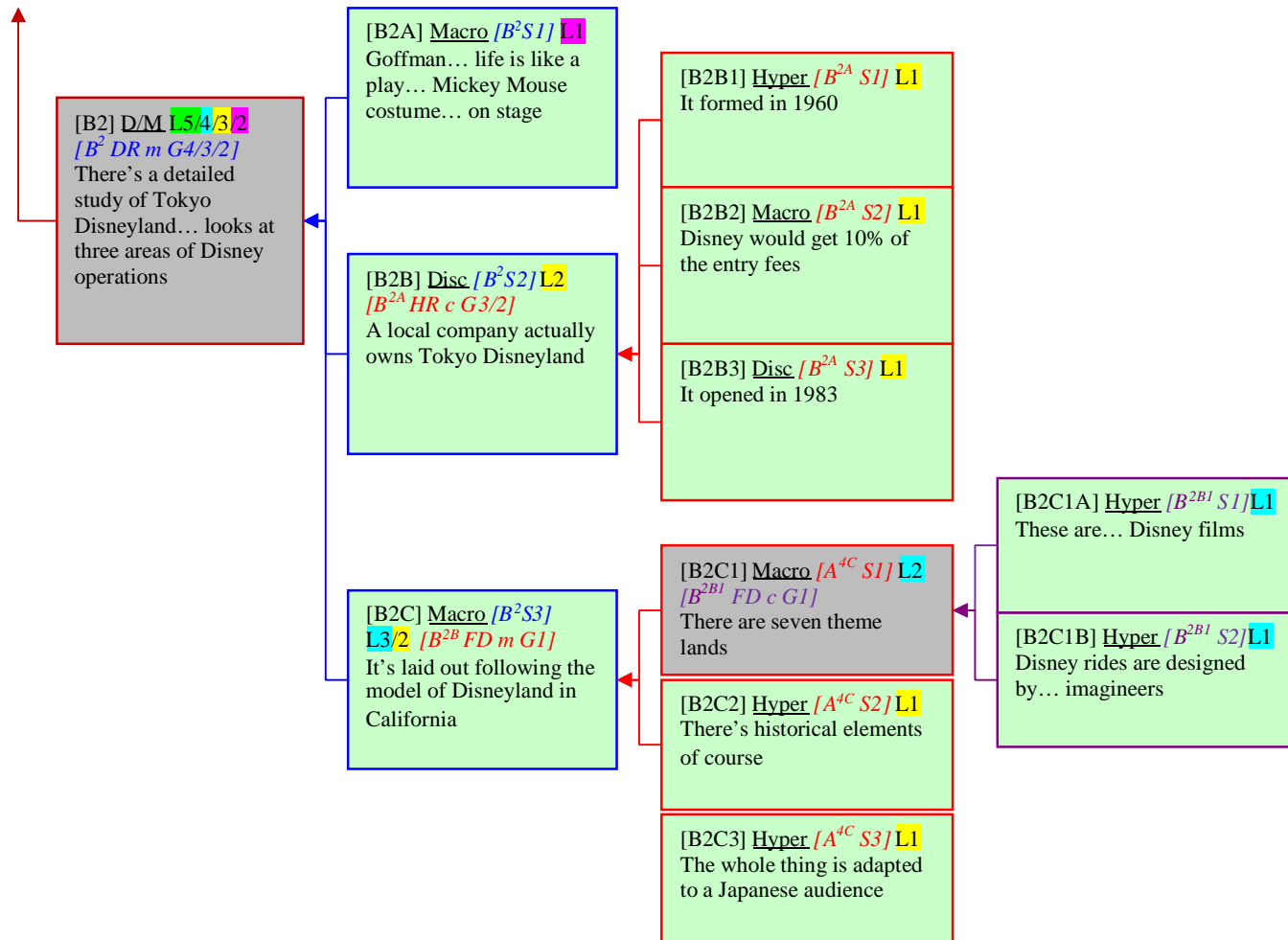


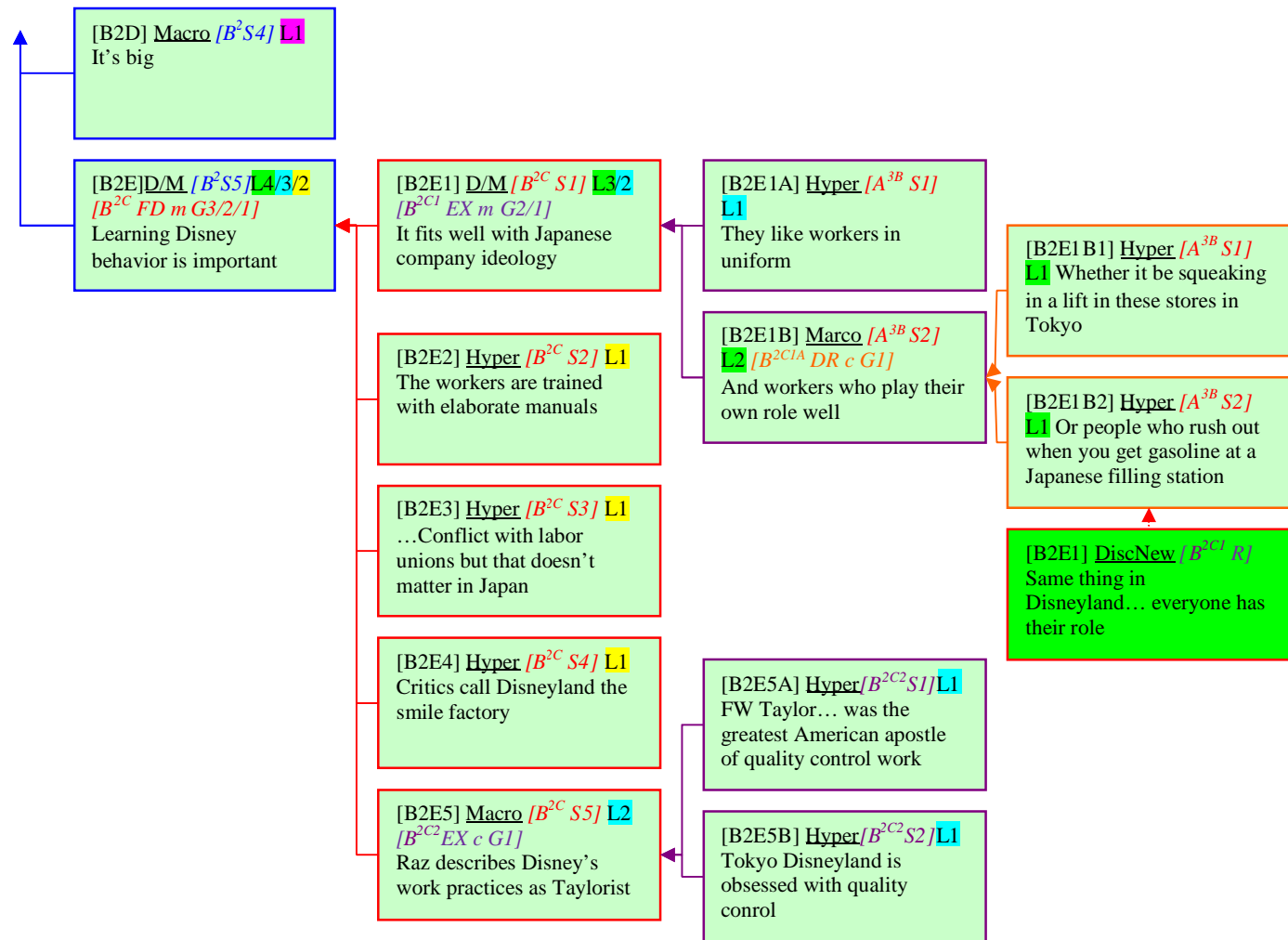


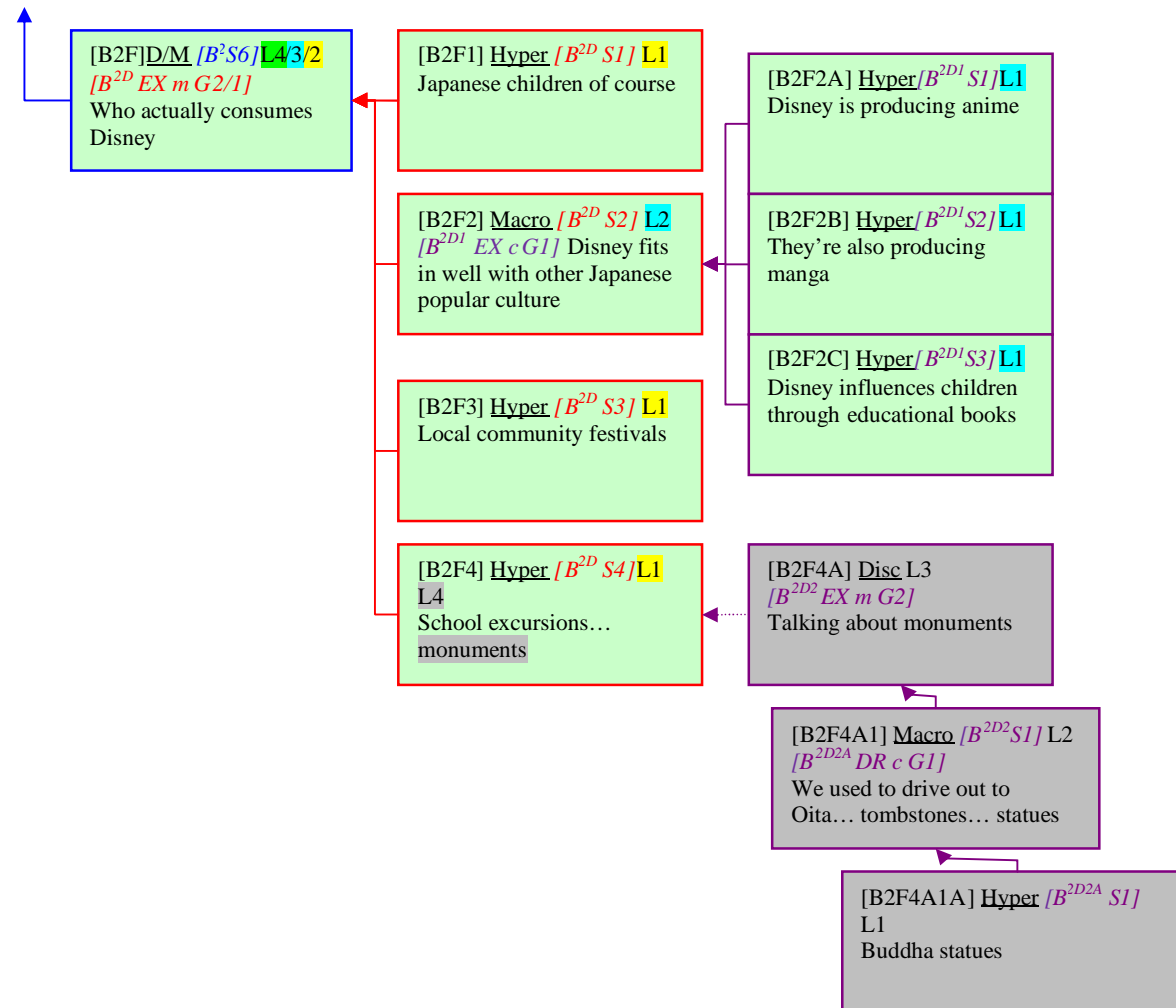












[B2F4A1B] Hyper [*B^{2D2A} S2*]/L1
Heavenly beings



[B2F4A1C] Hyper [*B^{2D2A} S3*]/L1
Celestial birds



[B2F4A1D] Hyper [*B^{2D2A} S4*]/L1
Mini Mouse and Mickey mouse

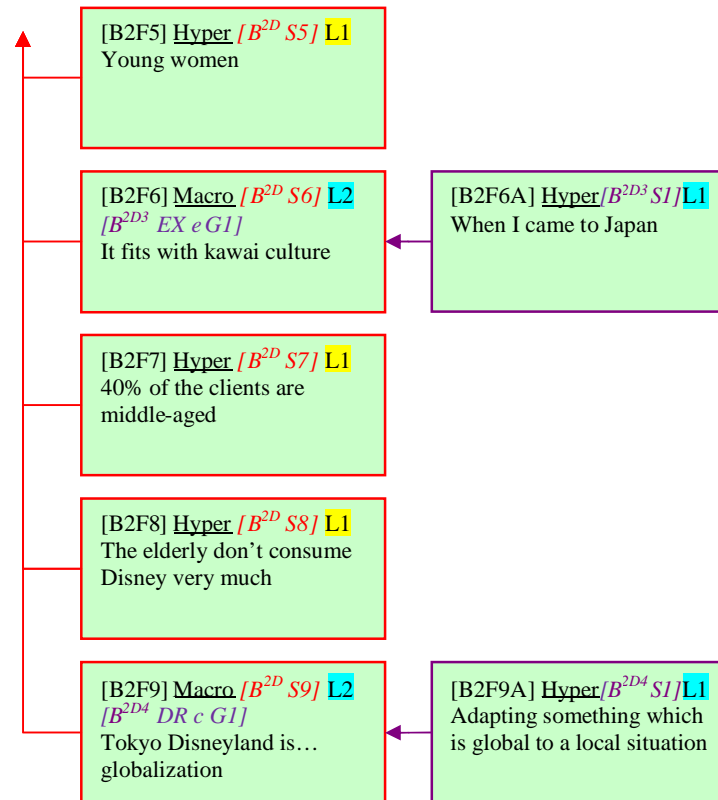
[B2F4A2] Macro [*B^{2D2} S2*] L2
[*B^{2D2B} PR e G1*]
We've got to get a photo of
this



[B2F4A2A] Hyper [*B^{2D2B} S1*] L1
At last we took a camera

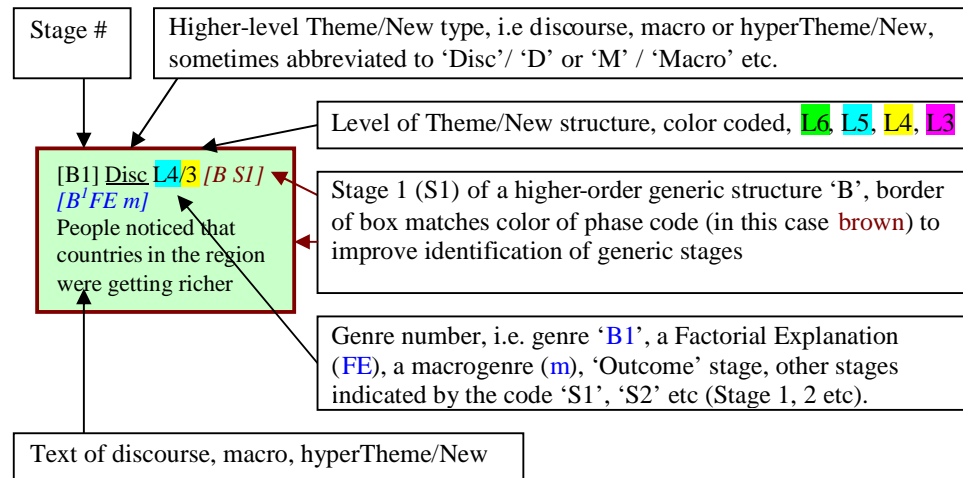


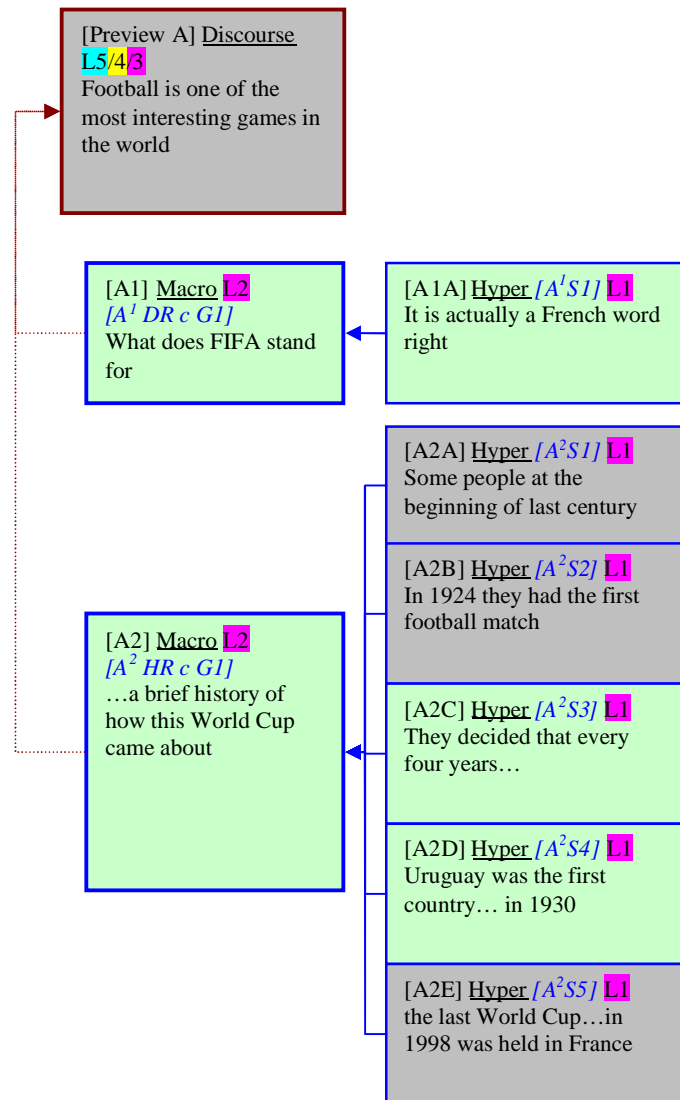
[B2F4A2B] Hyper [*B^{2D2B} S2*] L1
I asked the sculptor why he
made it

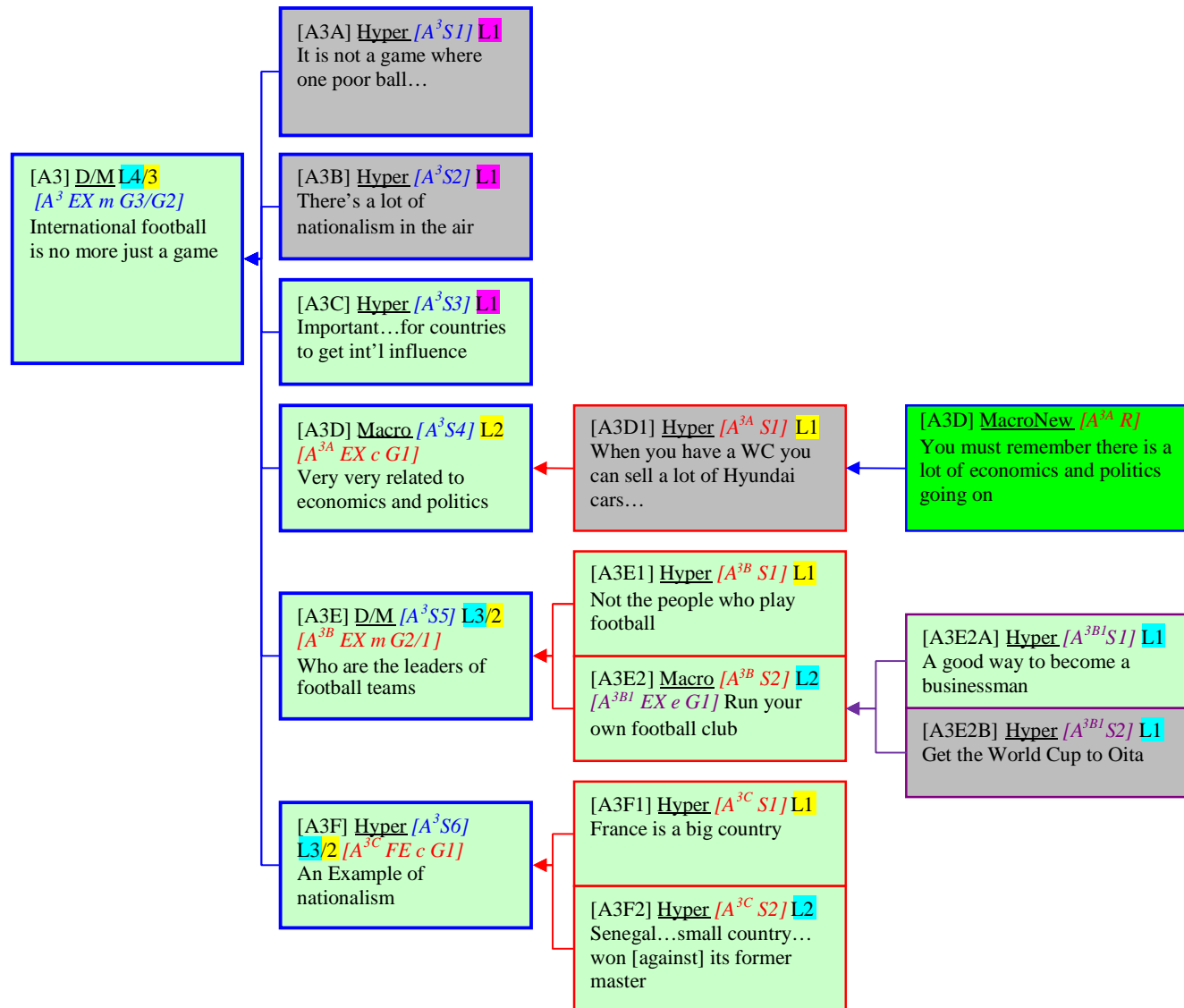


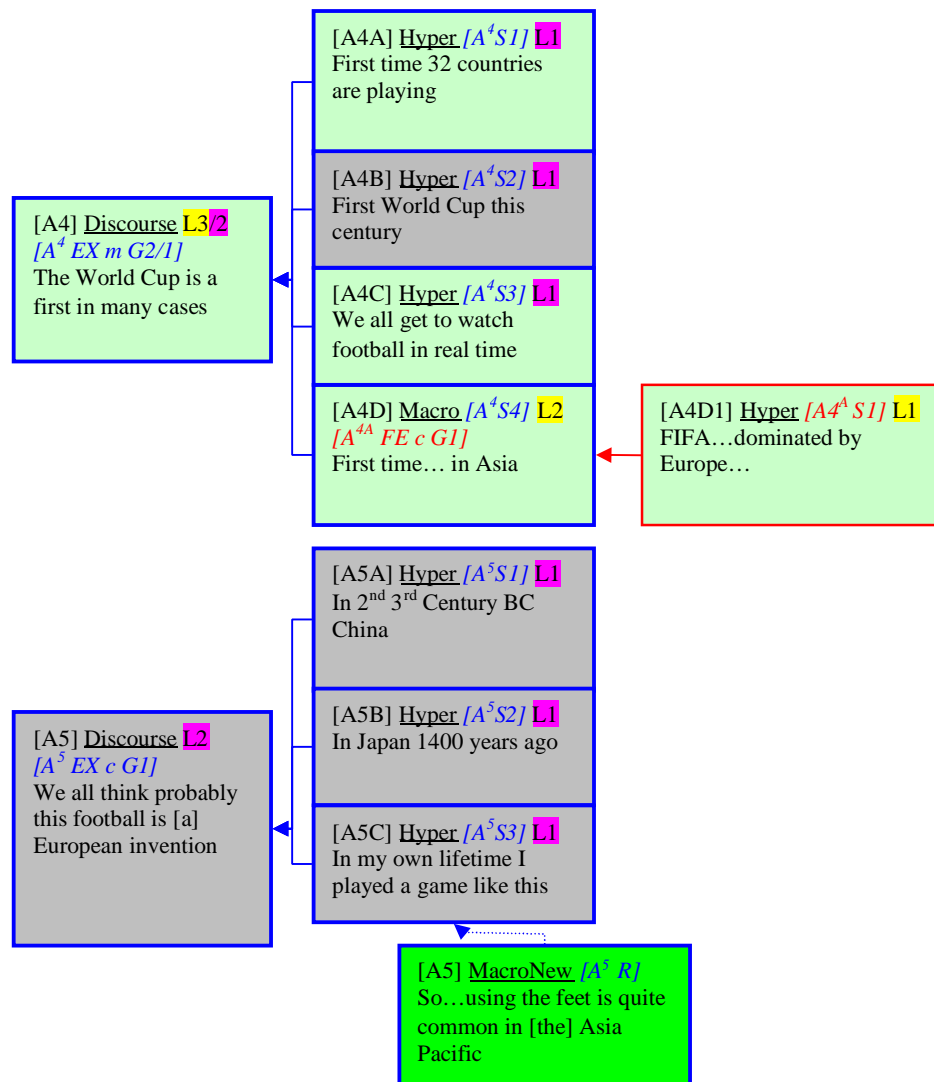
APPENDIX 15a: Diagrammatic Overview of Topic Phase A in Lecture 3

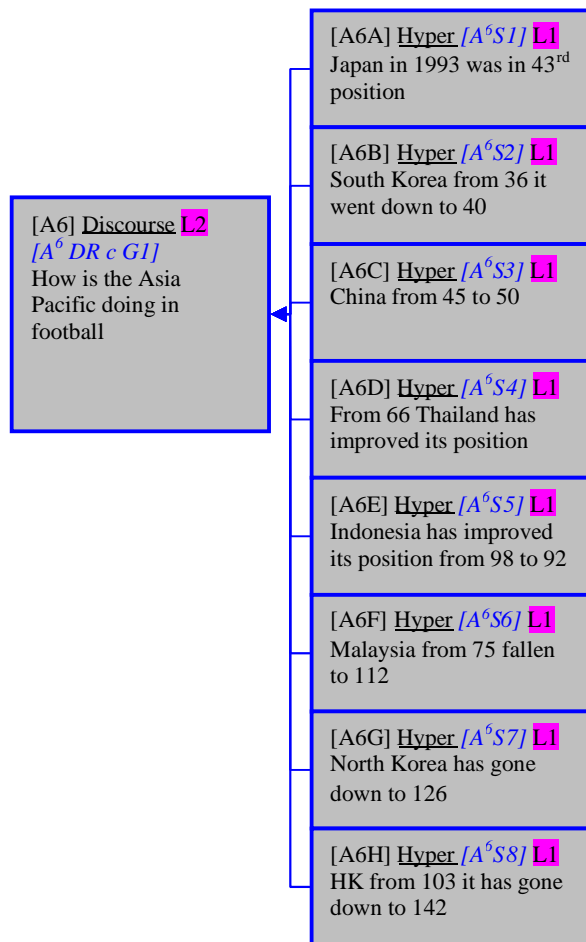
Key to Diagram





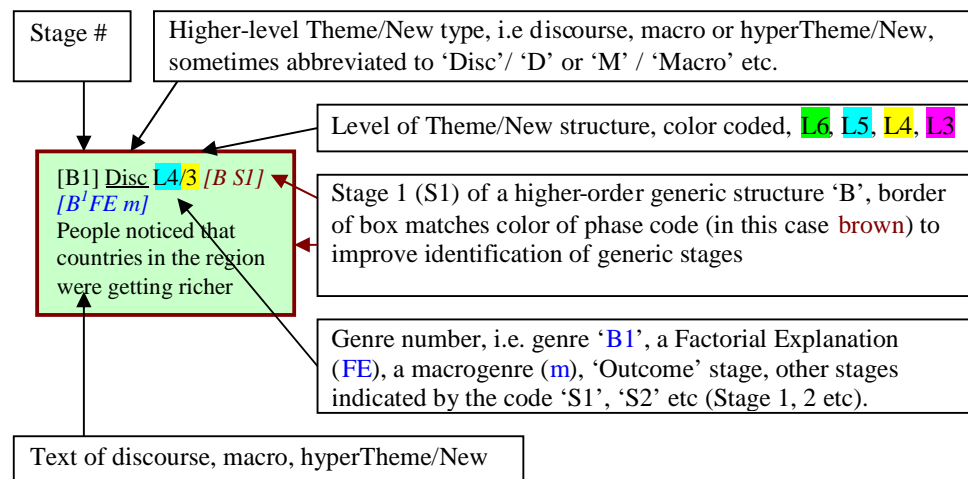


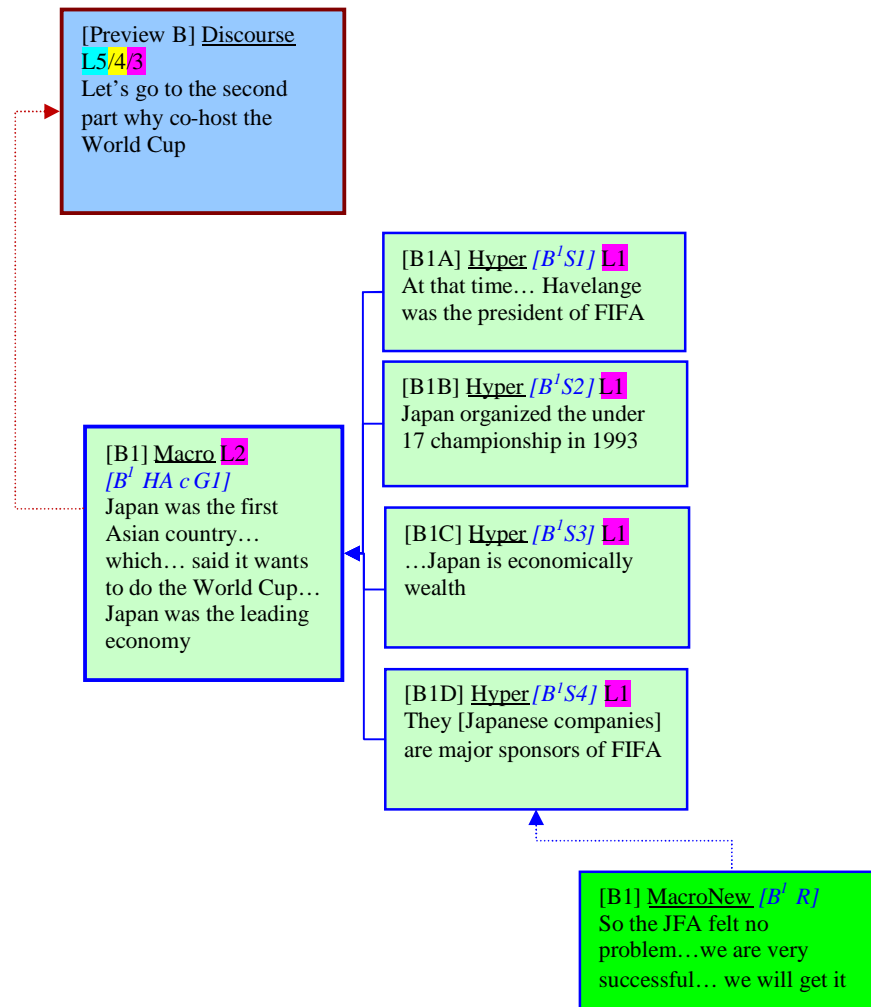


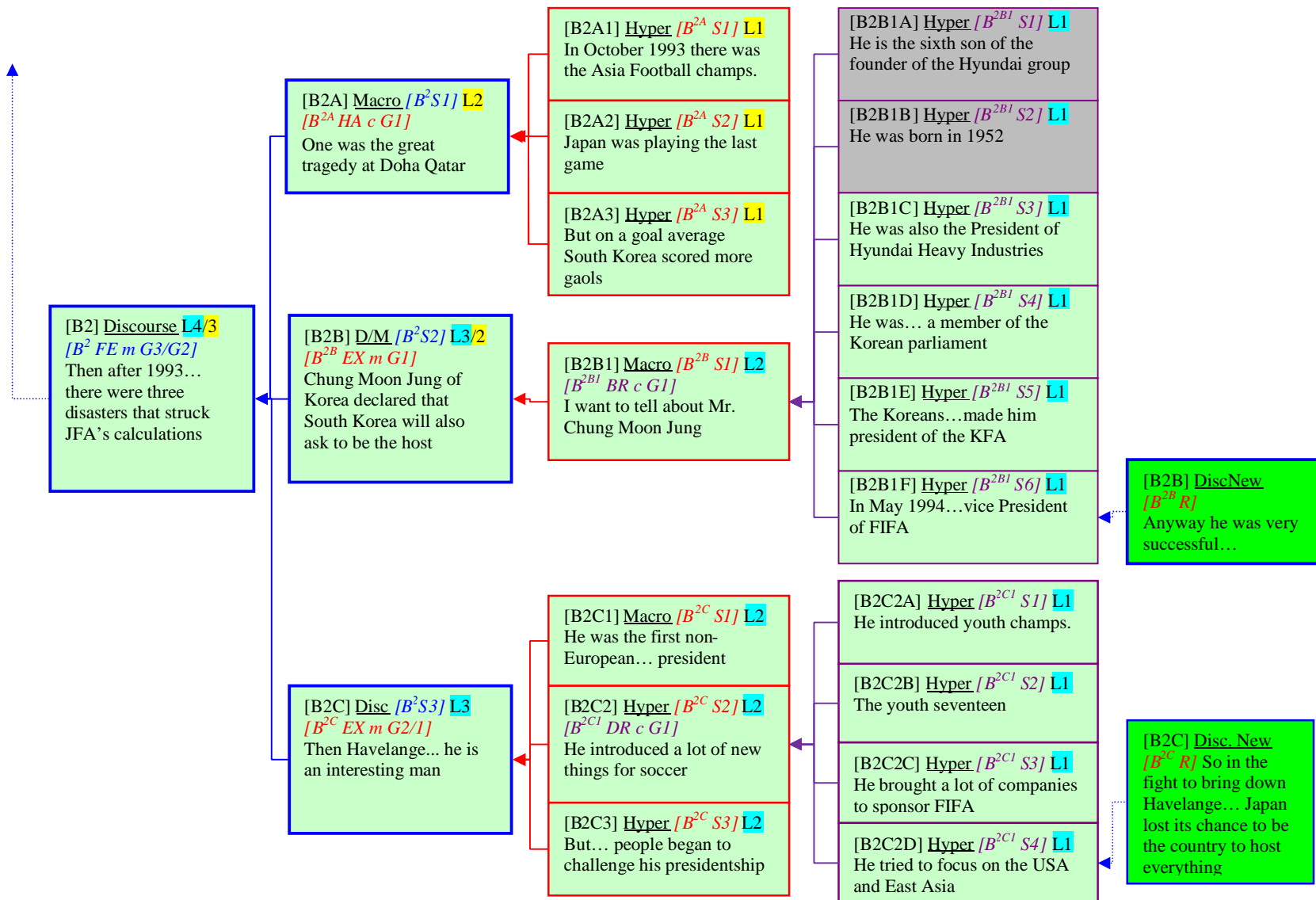


APPENDIX 15b: Diagrammatic Overview of Topic Phase B in Lecture 3

Key to Diagram

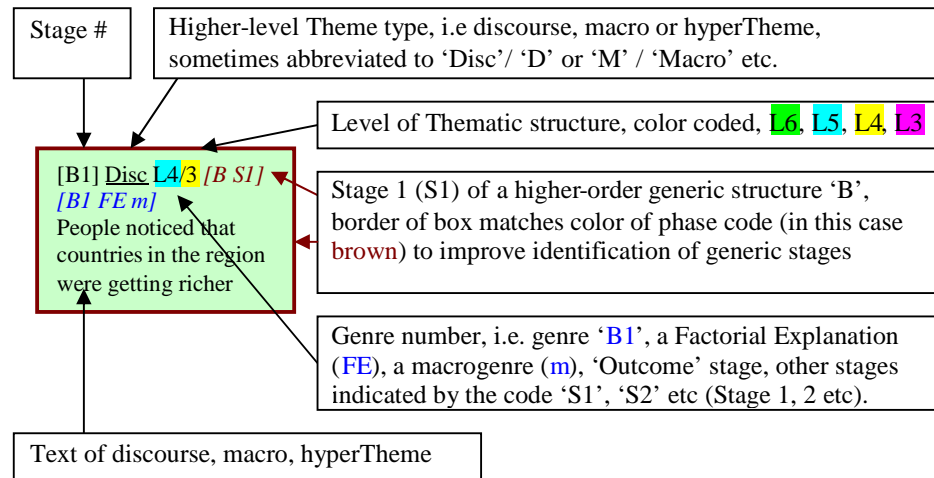


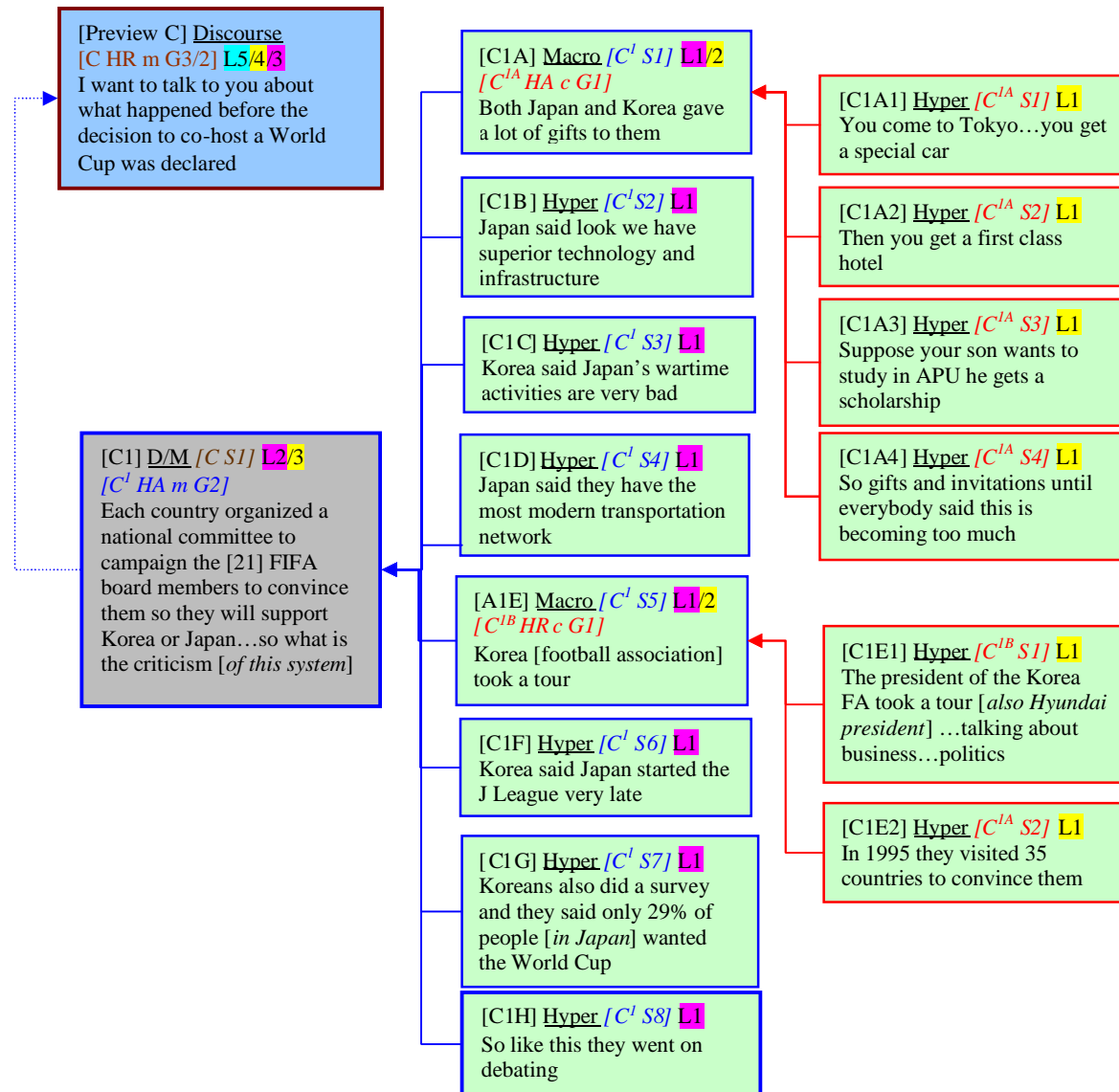


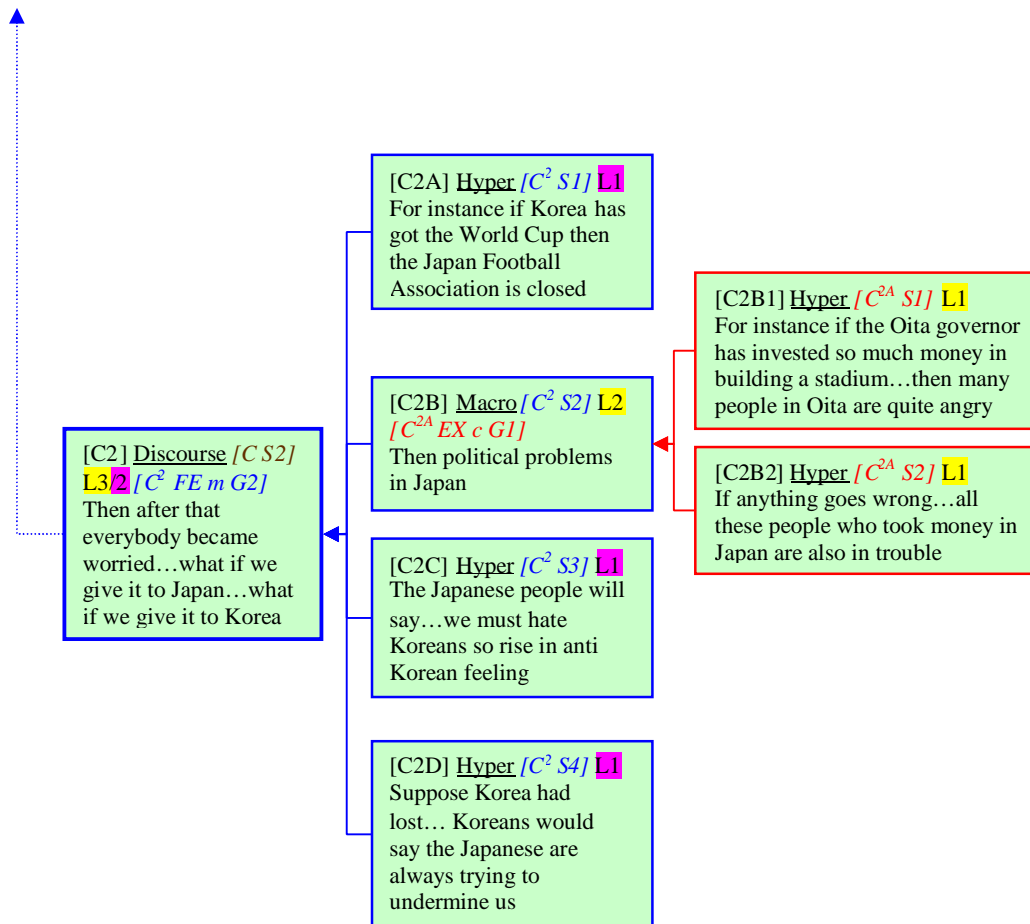


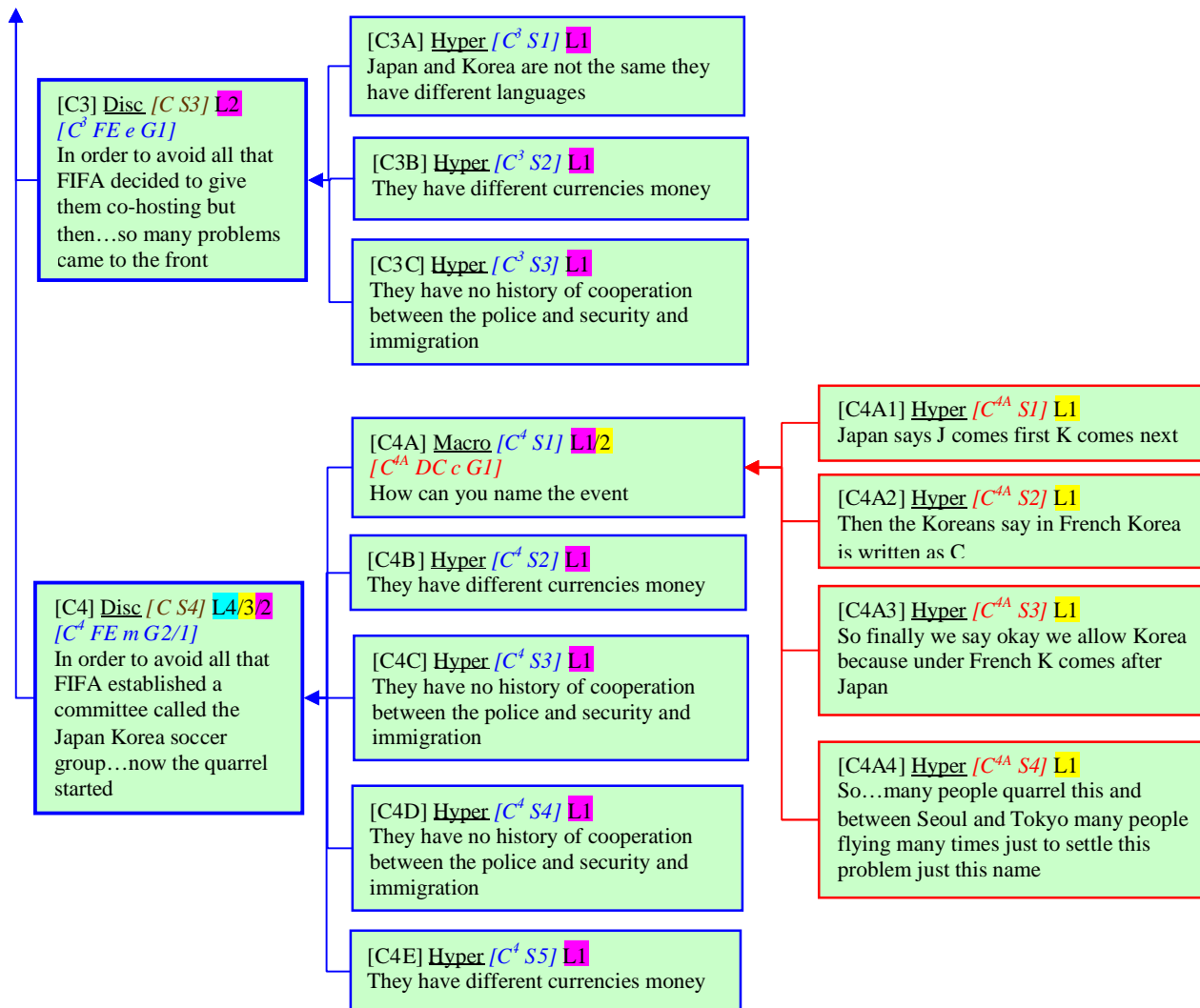
APPENDIX 15c: Diagrammatic Overview of Topic Phase C in Lecture 3

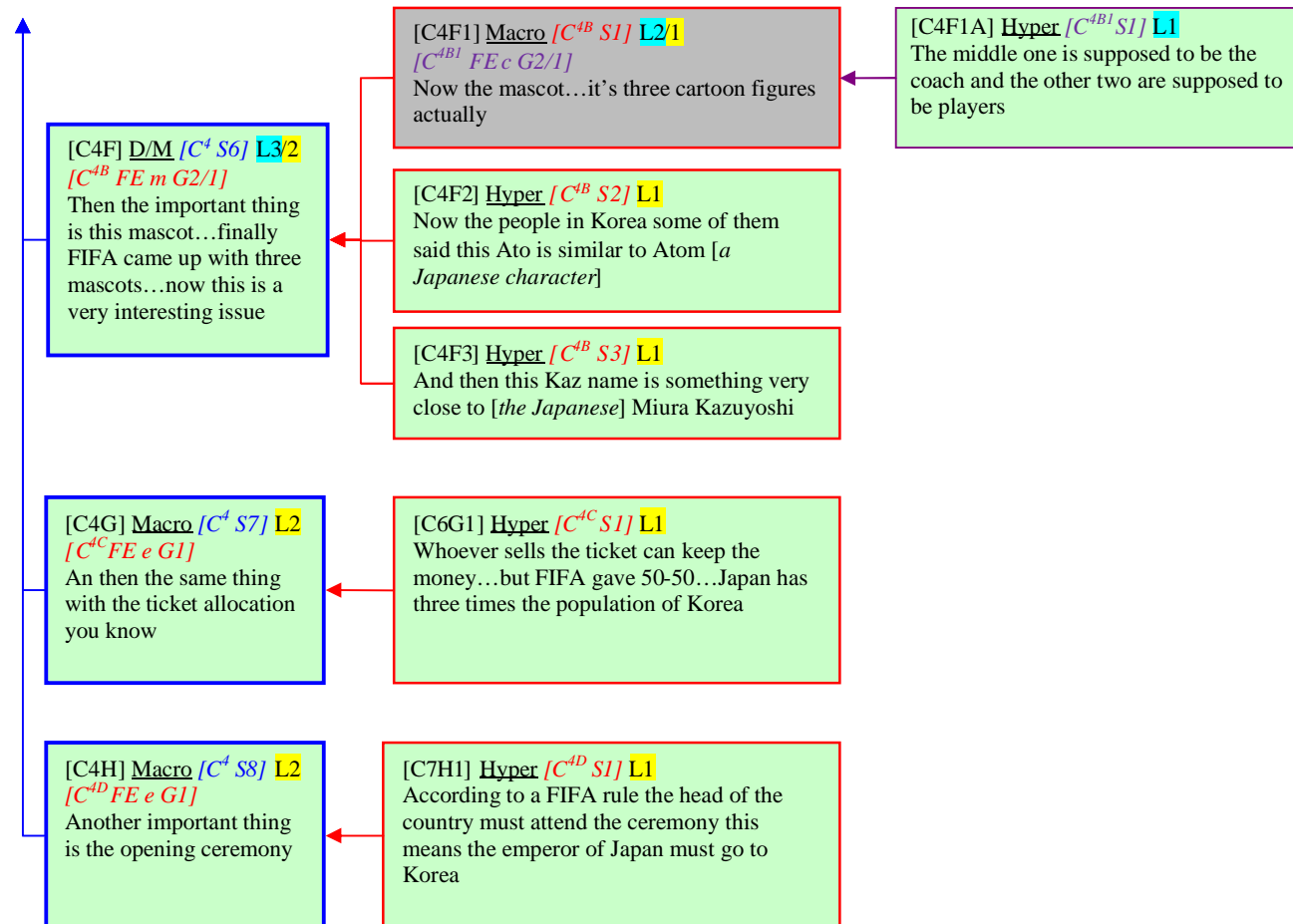
Key to Diagram





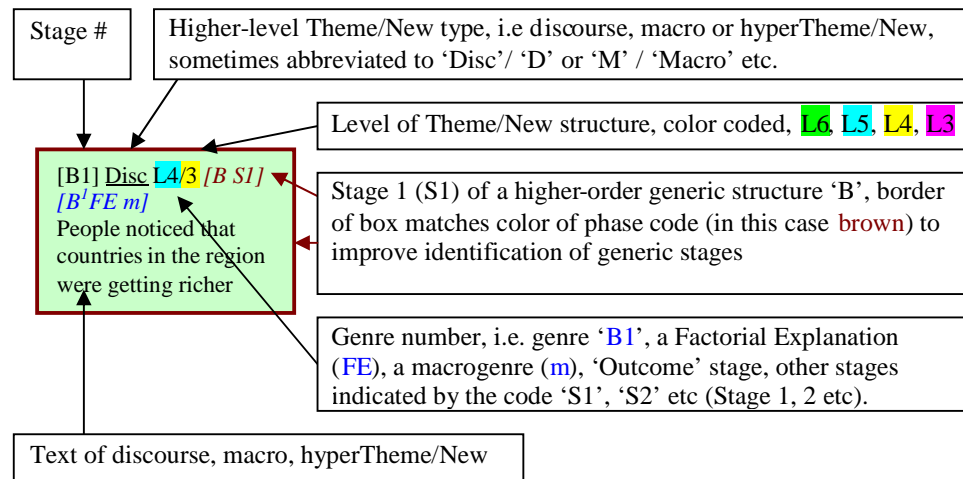




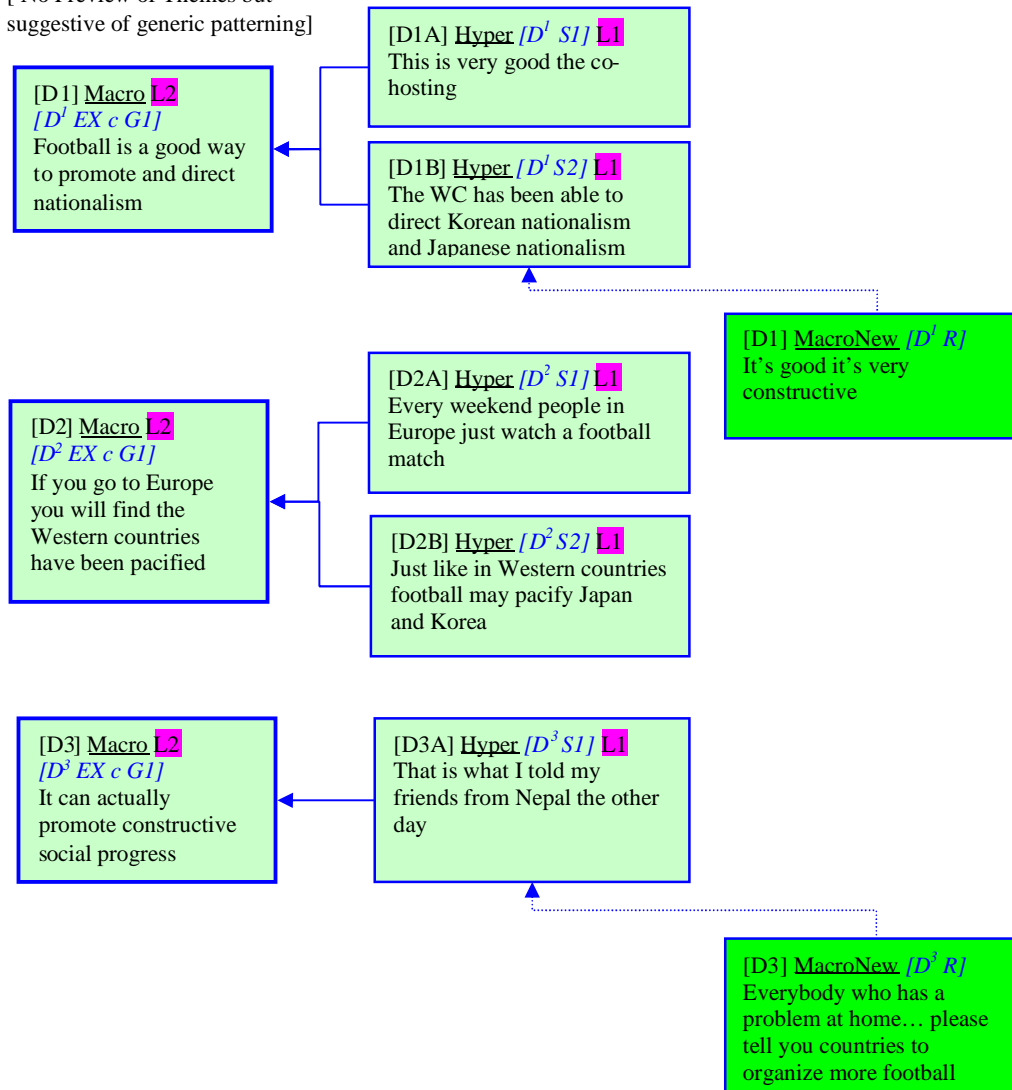


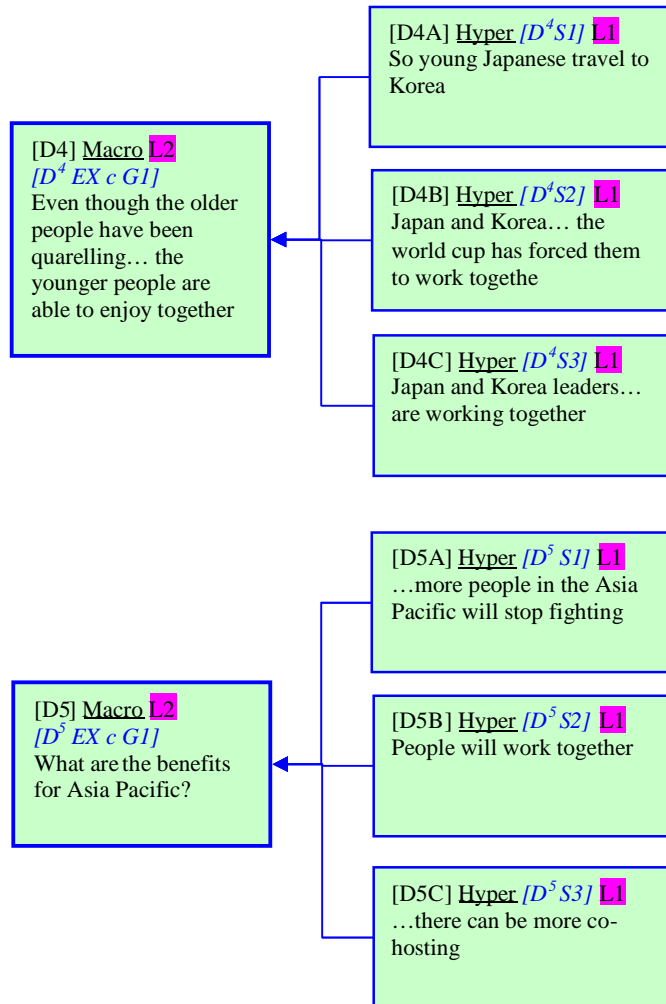
APPENDIX 15d: Diagrammatic Overview of Topic Phase D in Lecture 3

Key to Diagram



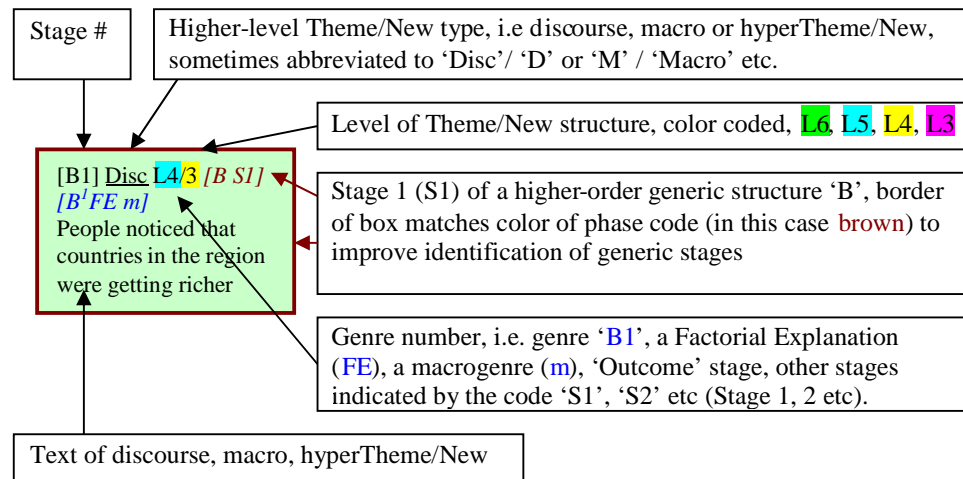
[No Preview of Themes but suggestive of generic patterning]

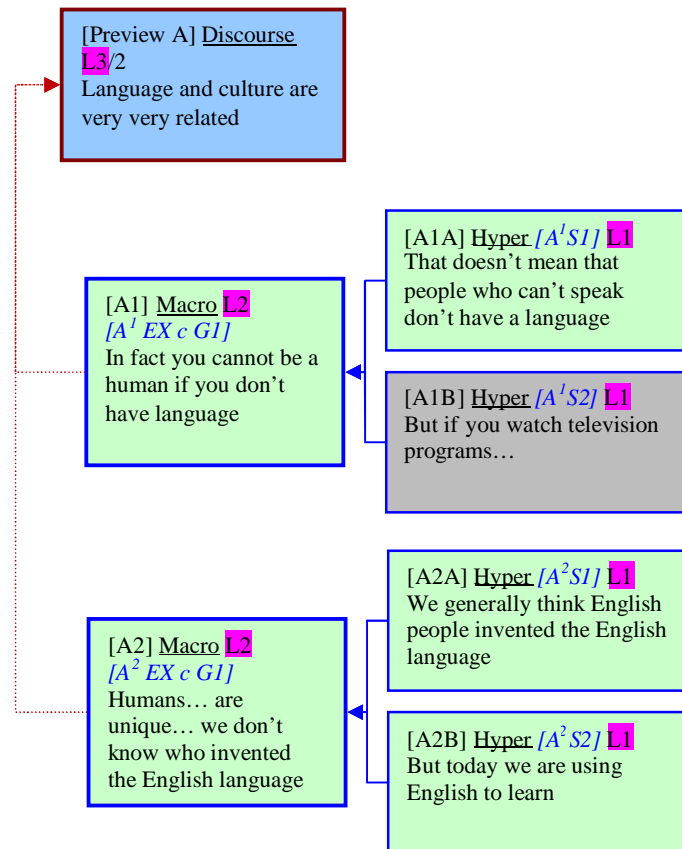


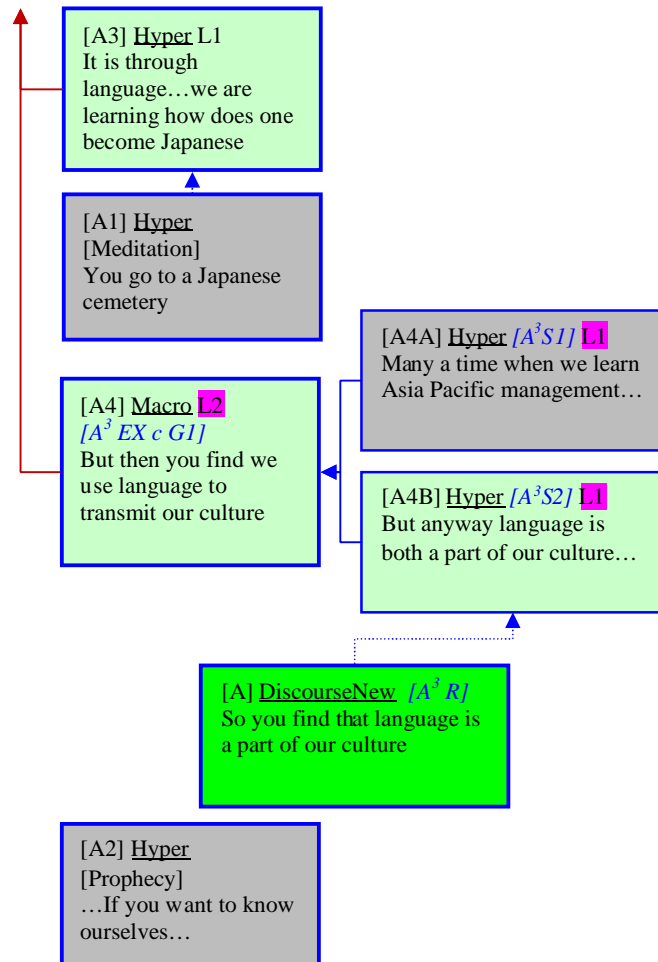


APPENDIX 16a: Diagrammatic Overview of Topic Phase A in Lecture 4

Key to Diagram

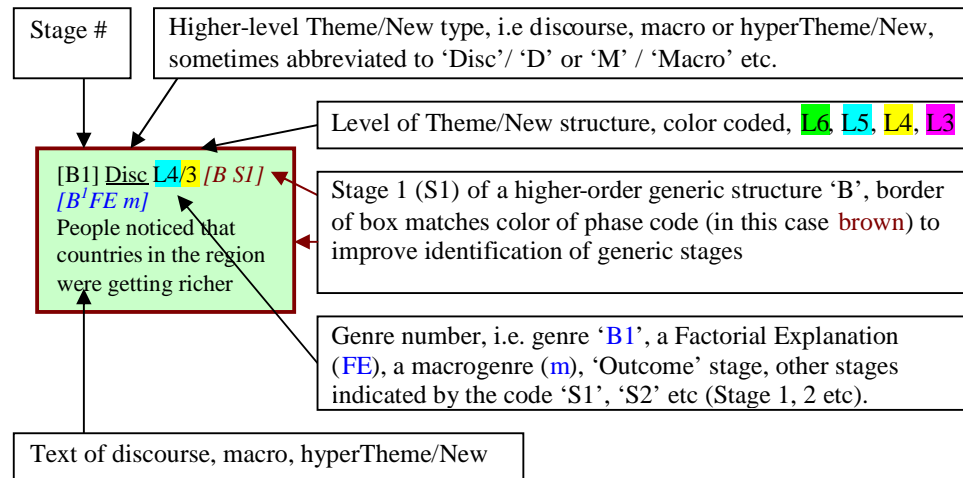


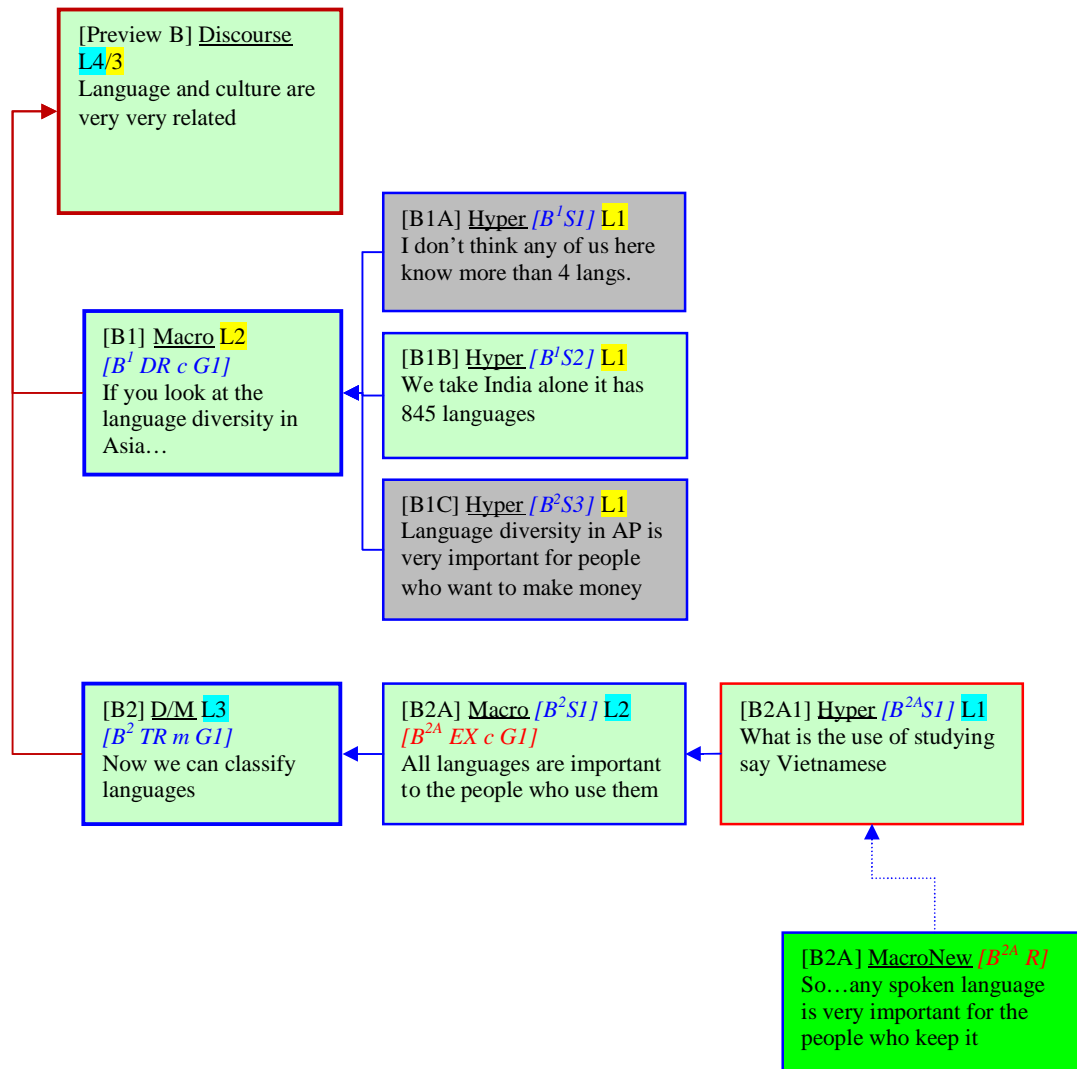


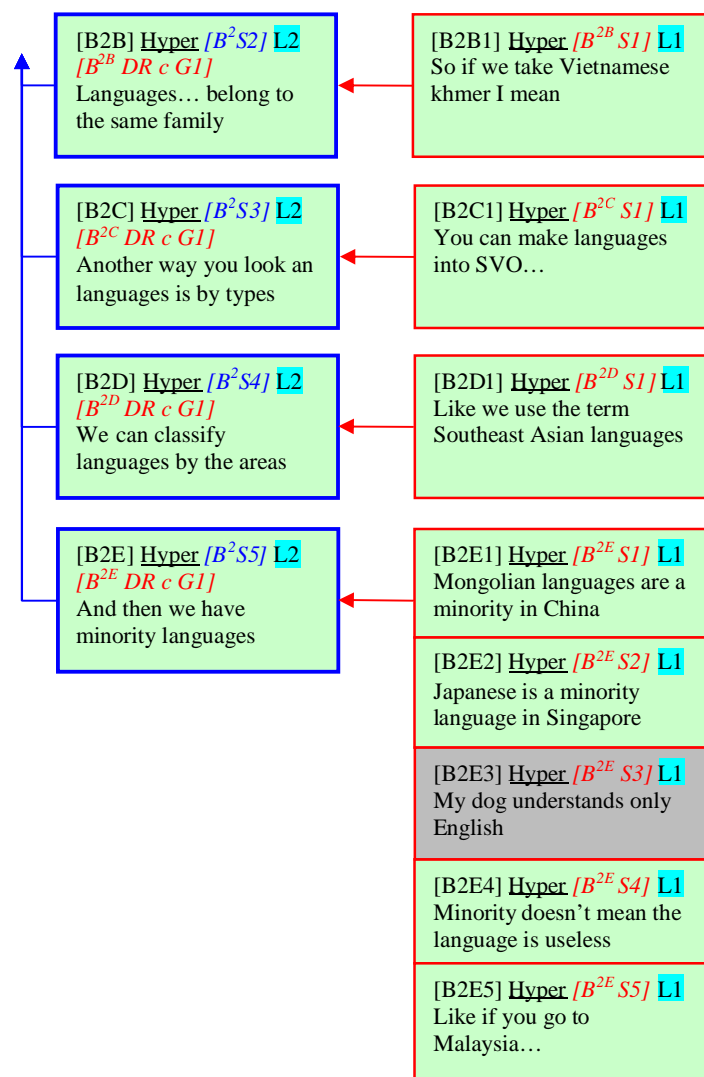


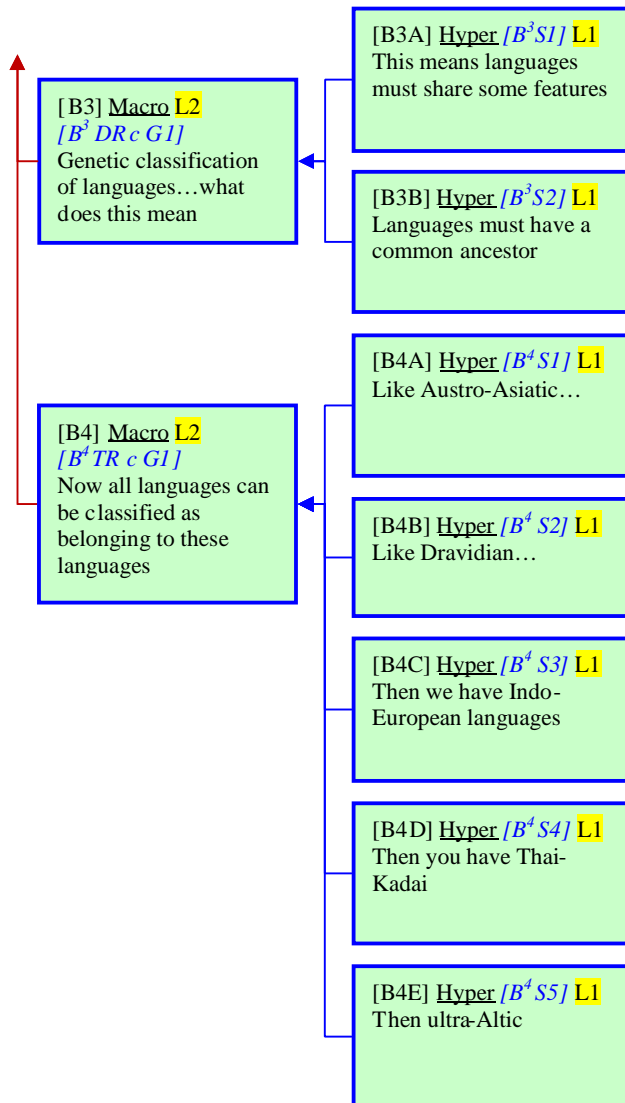
APPENDIX 16b: Diagrammatic Overview of Topic Phase B in Lecture 4

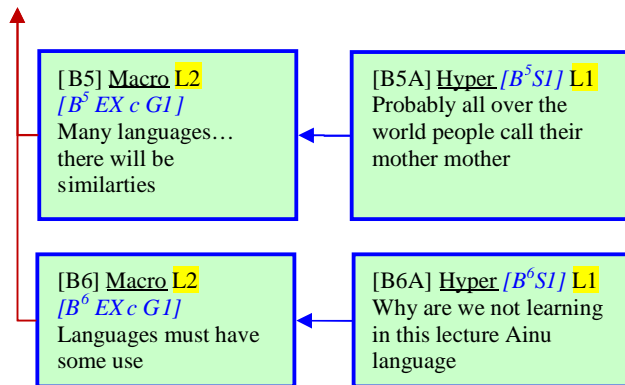
Key to Diagram





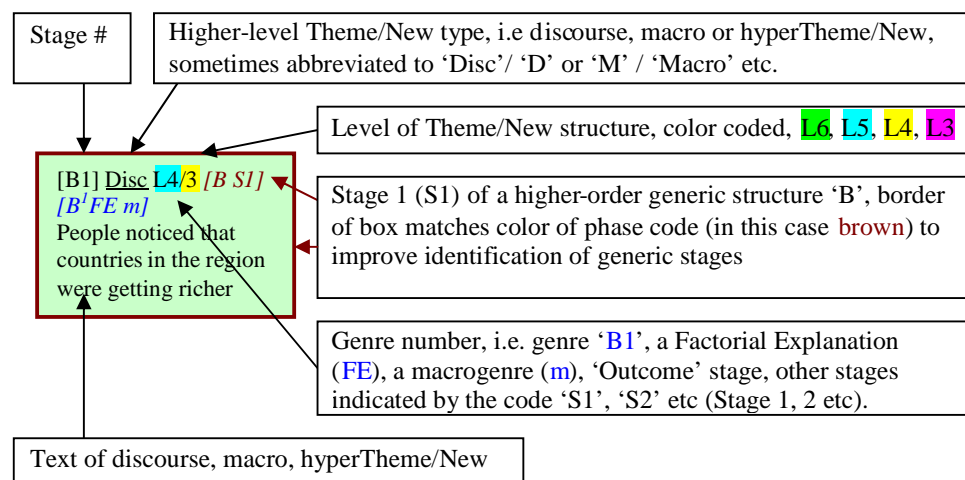




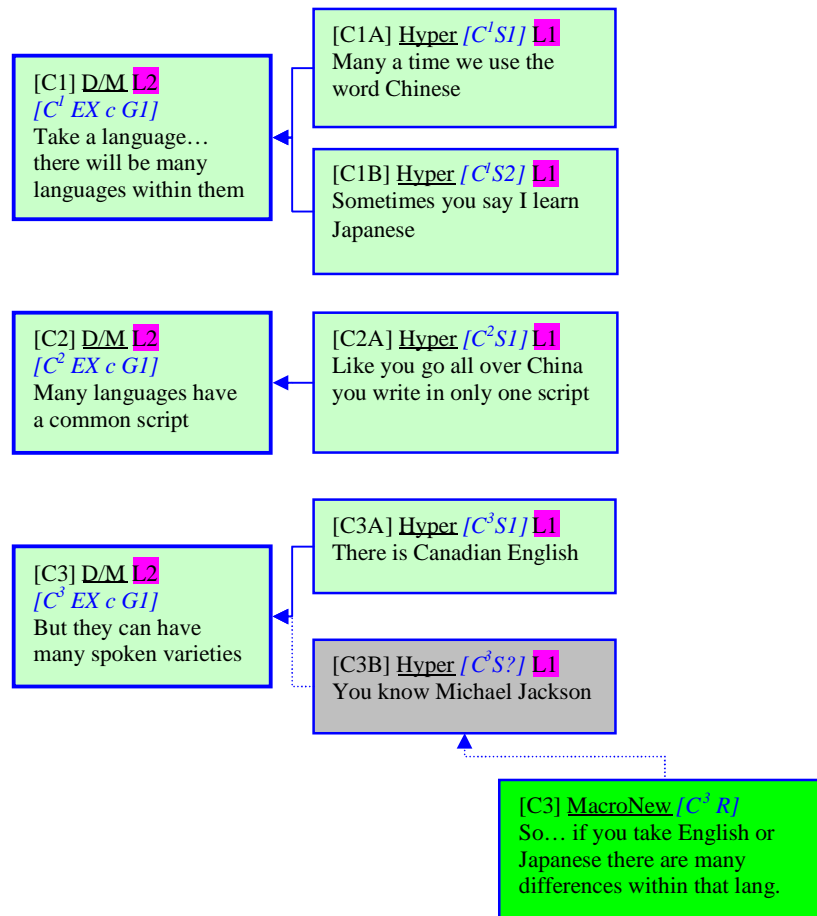


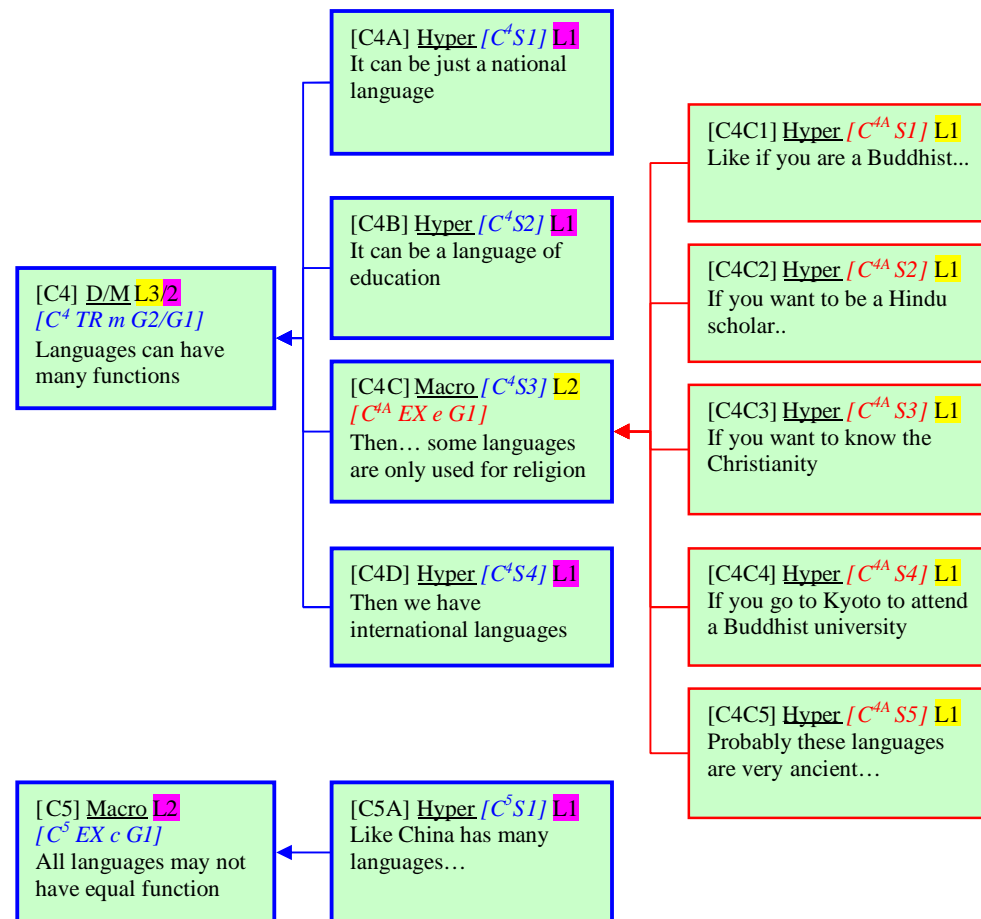
APPENDIX 16c: Diagrammatic Overview of Topic Phase C in Lecture 4

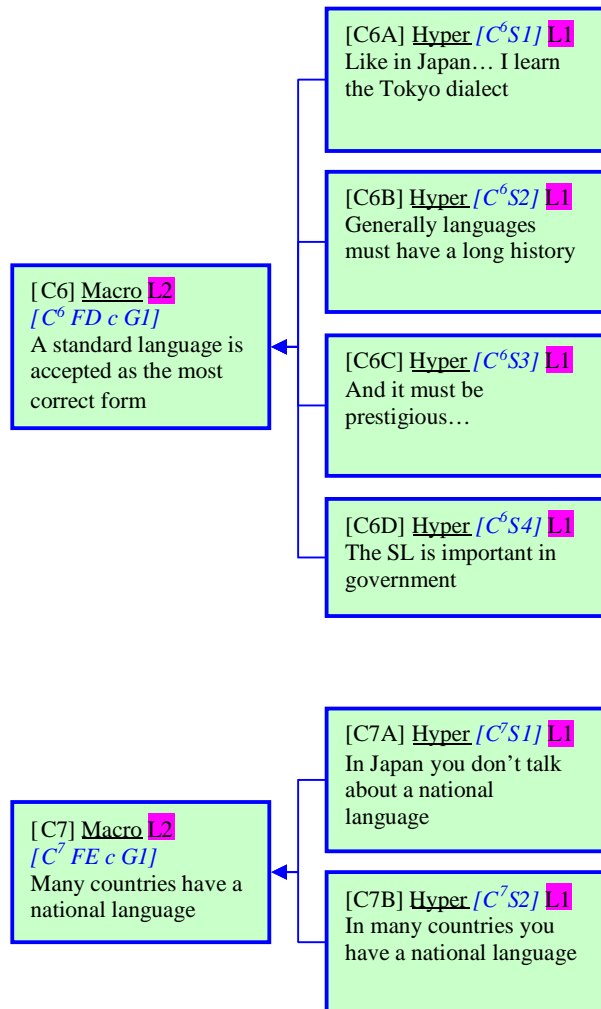
Key to Diagram

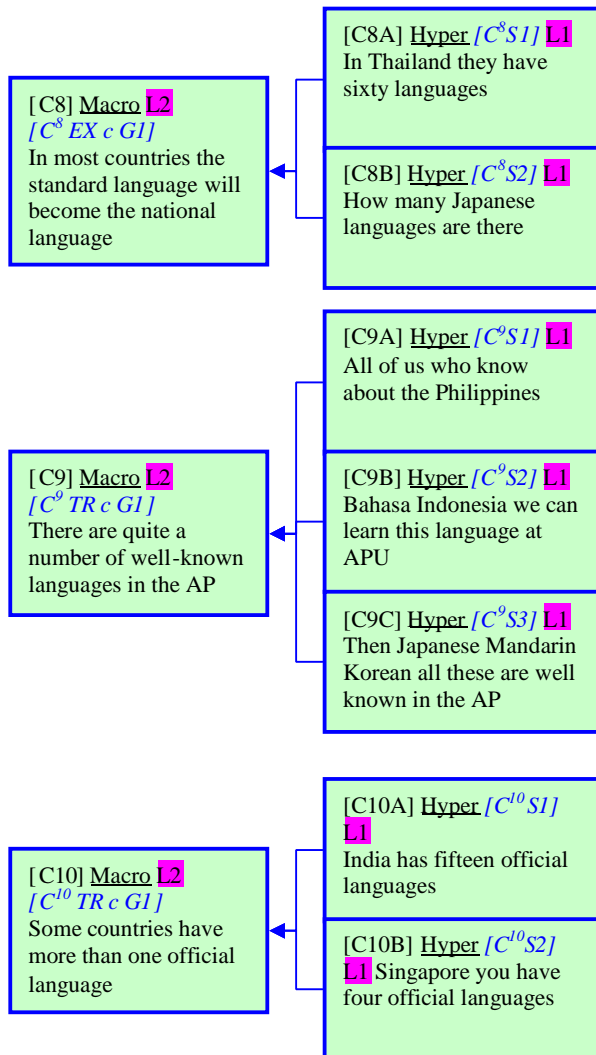


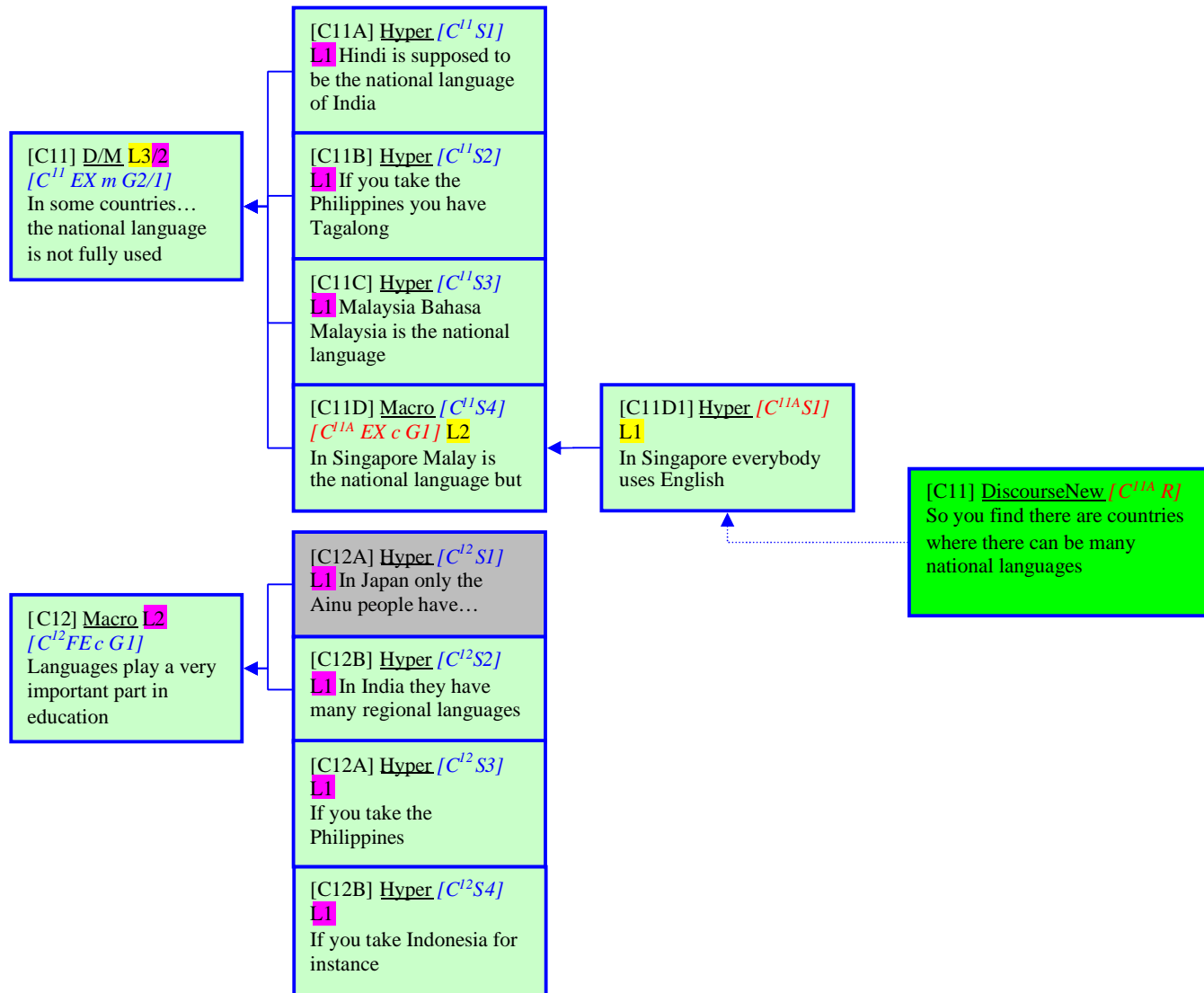
*No Preview but probably
concerned with
“Languages and Their
Functions in Society”
(see handout where this
theme is foreshadowed)*

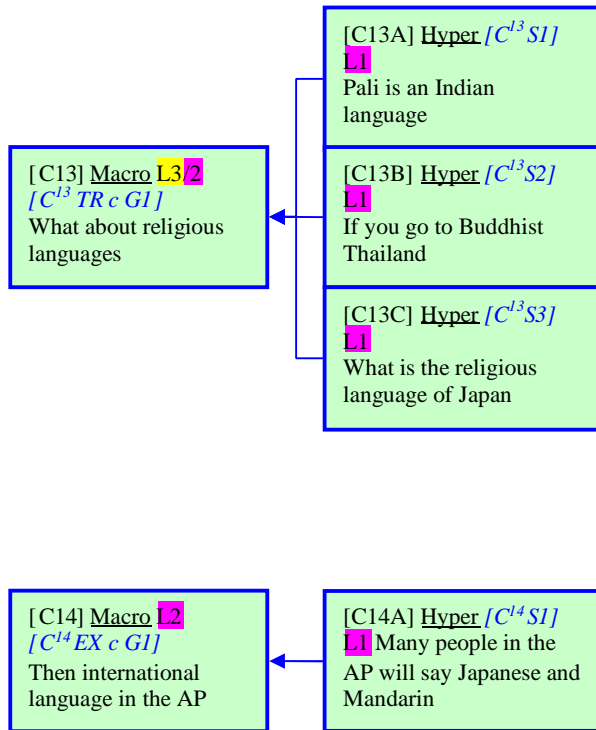






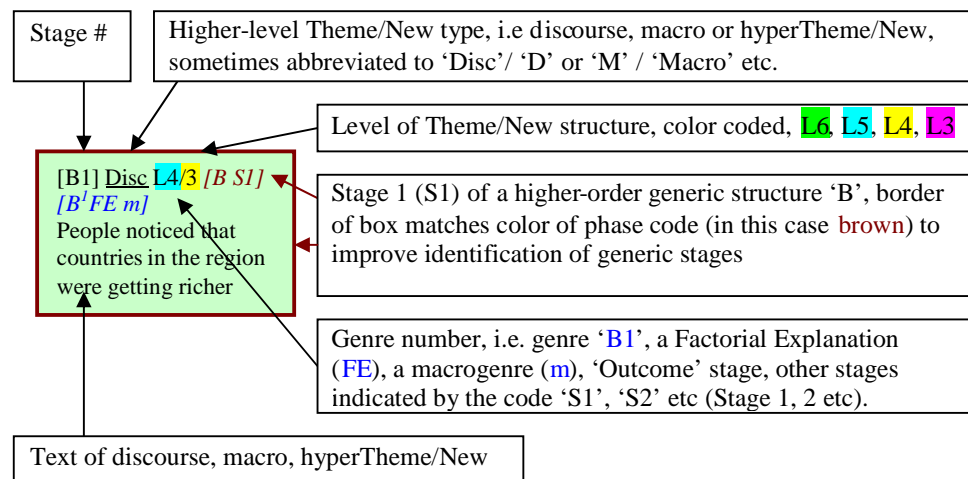


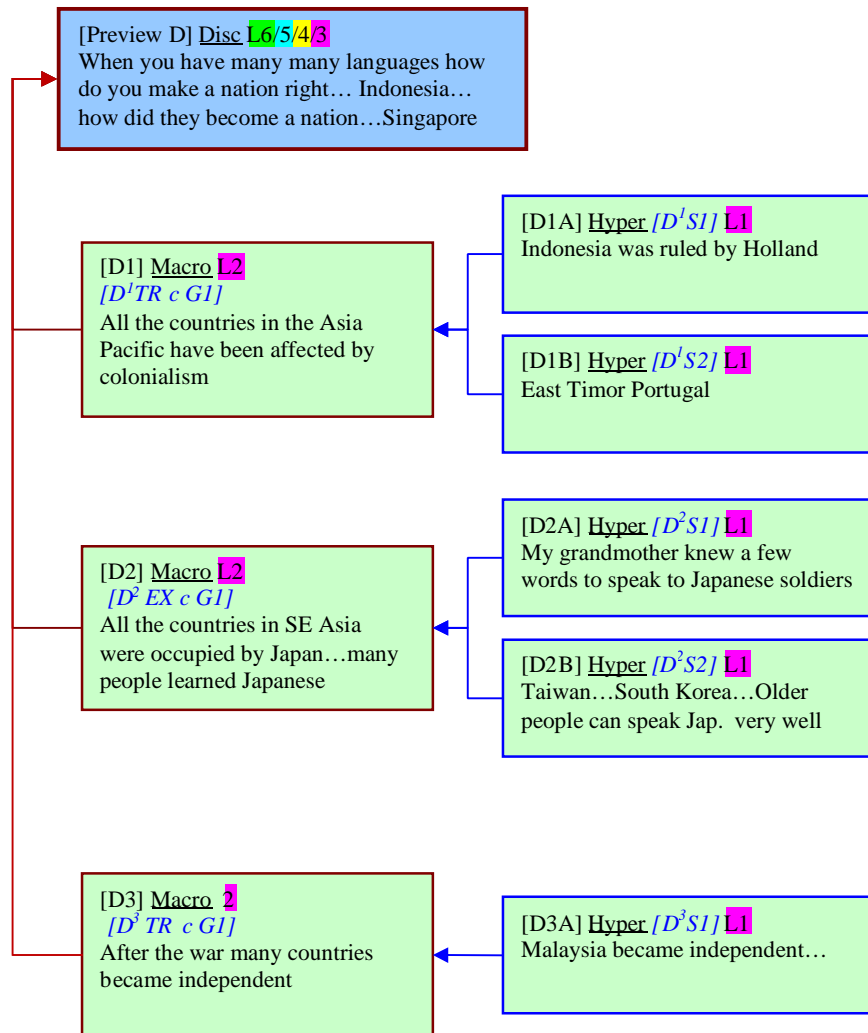


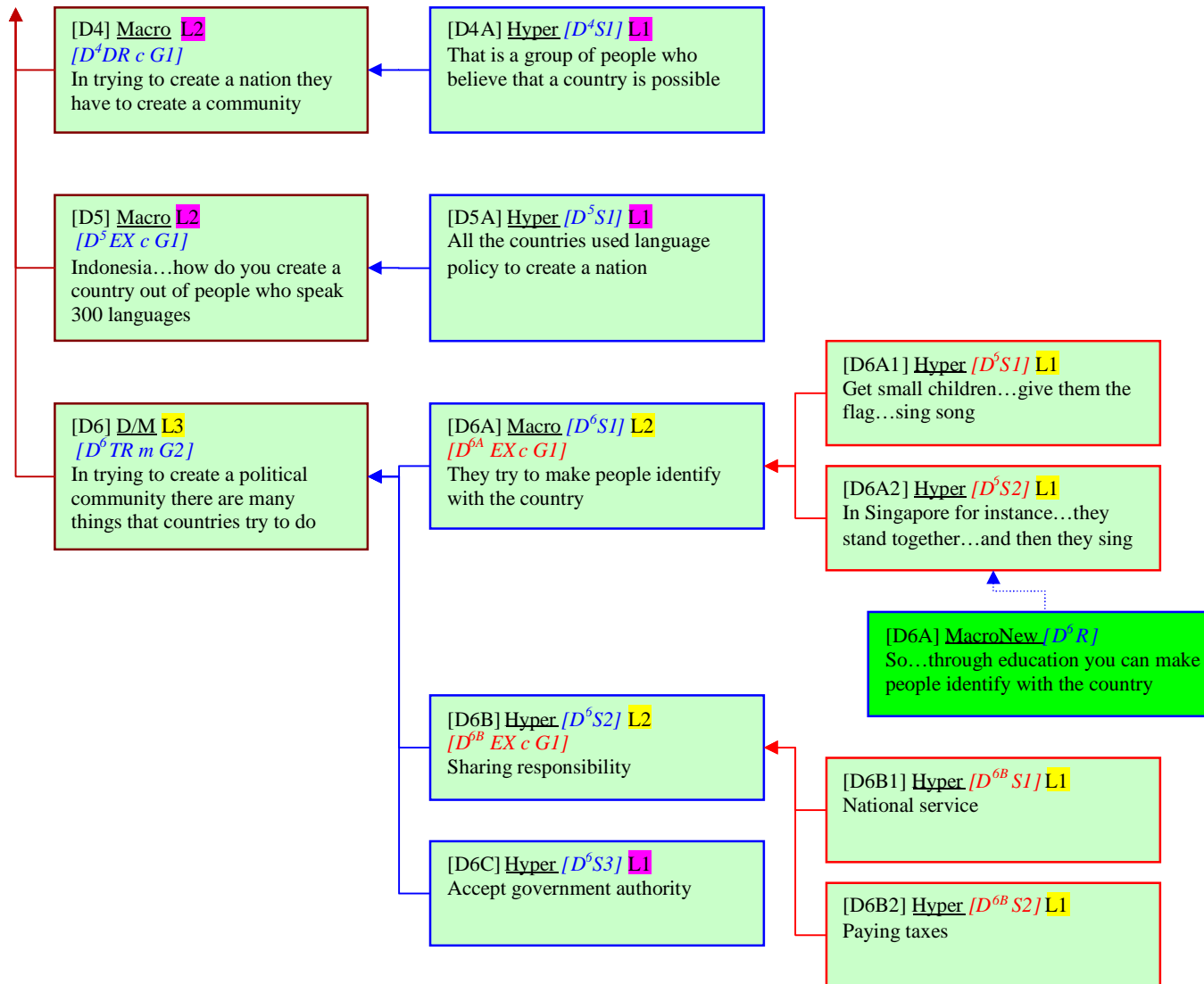


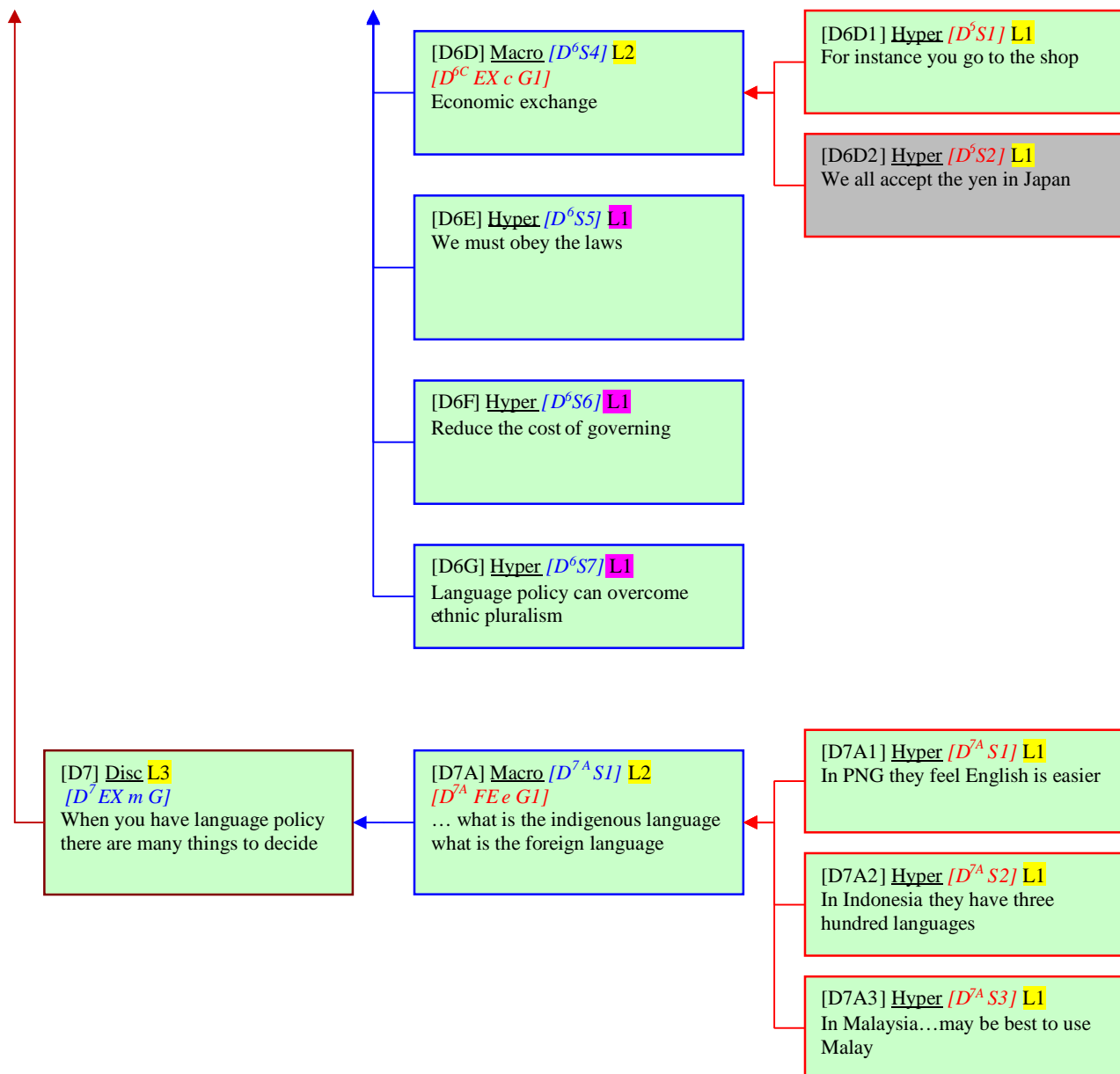
APPENDIX 16d: Diagrammatic Overview of Topic Phase D in Lecture 4

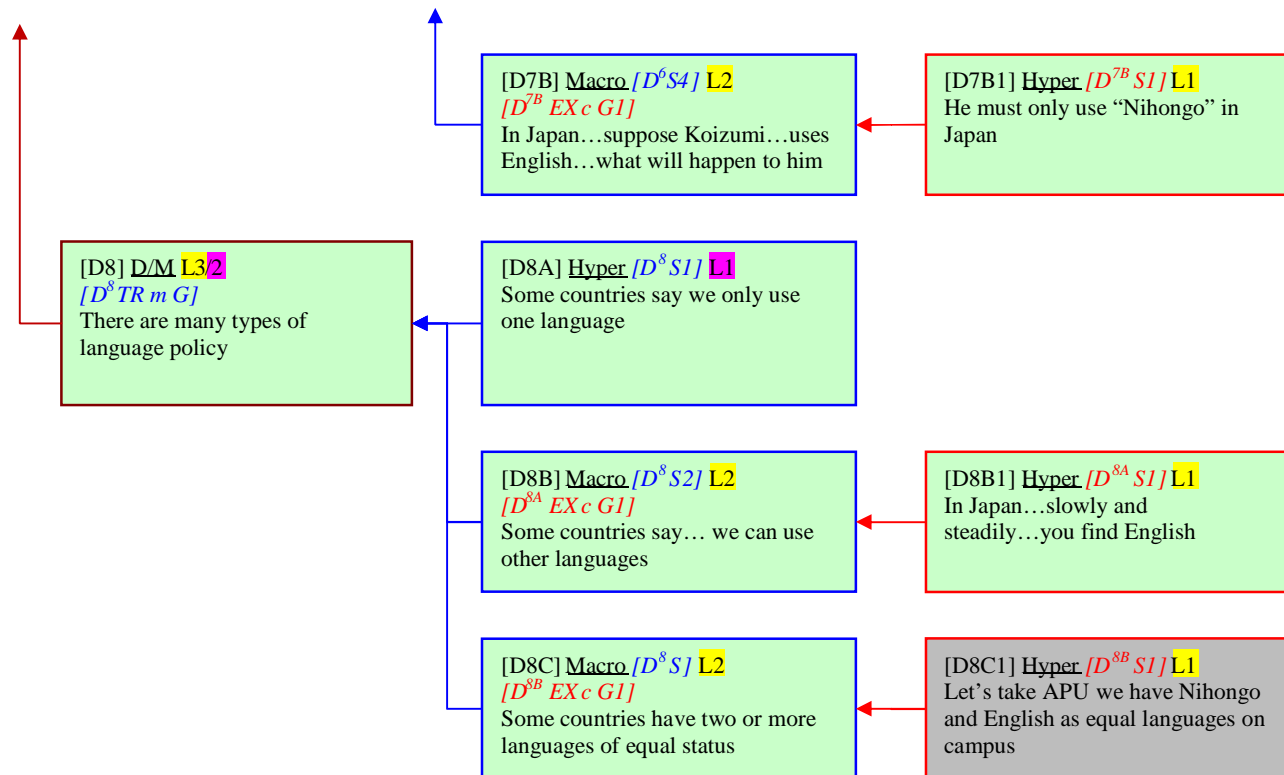
Key to Diagram

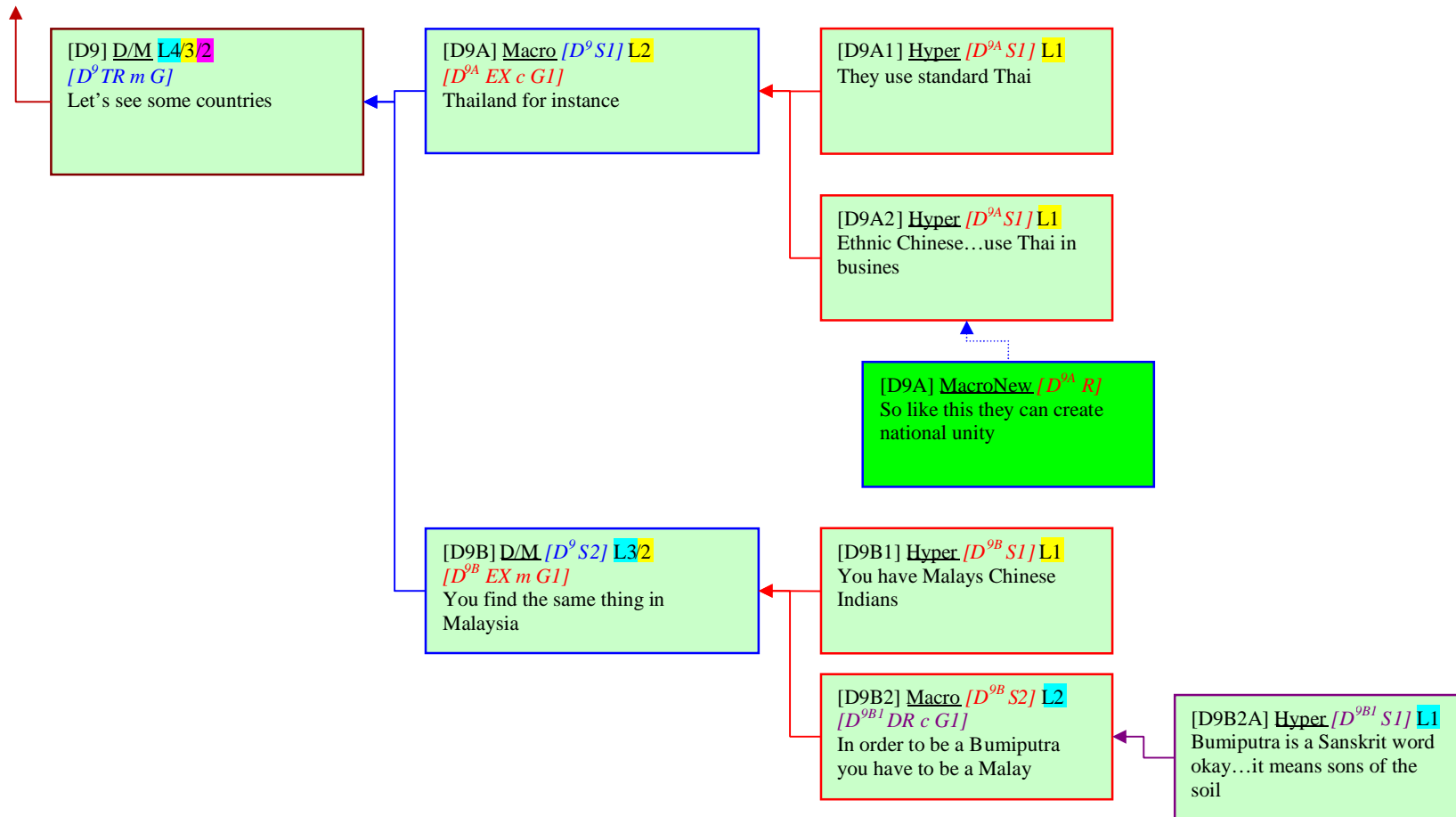


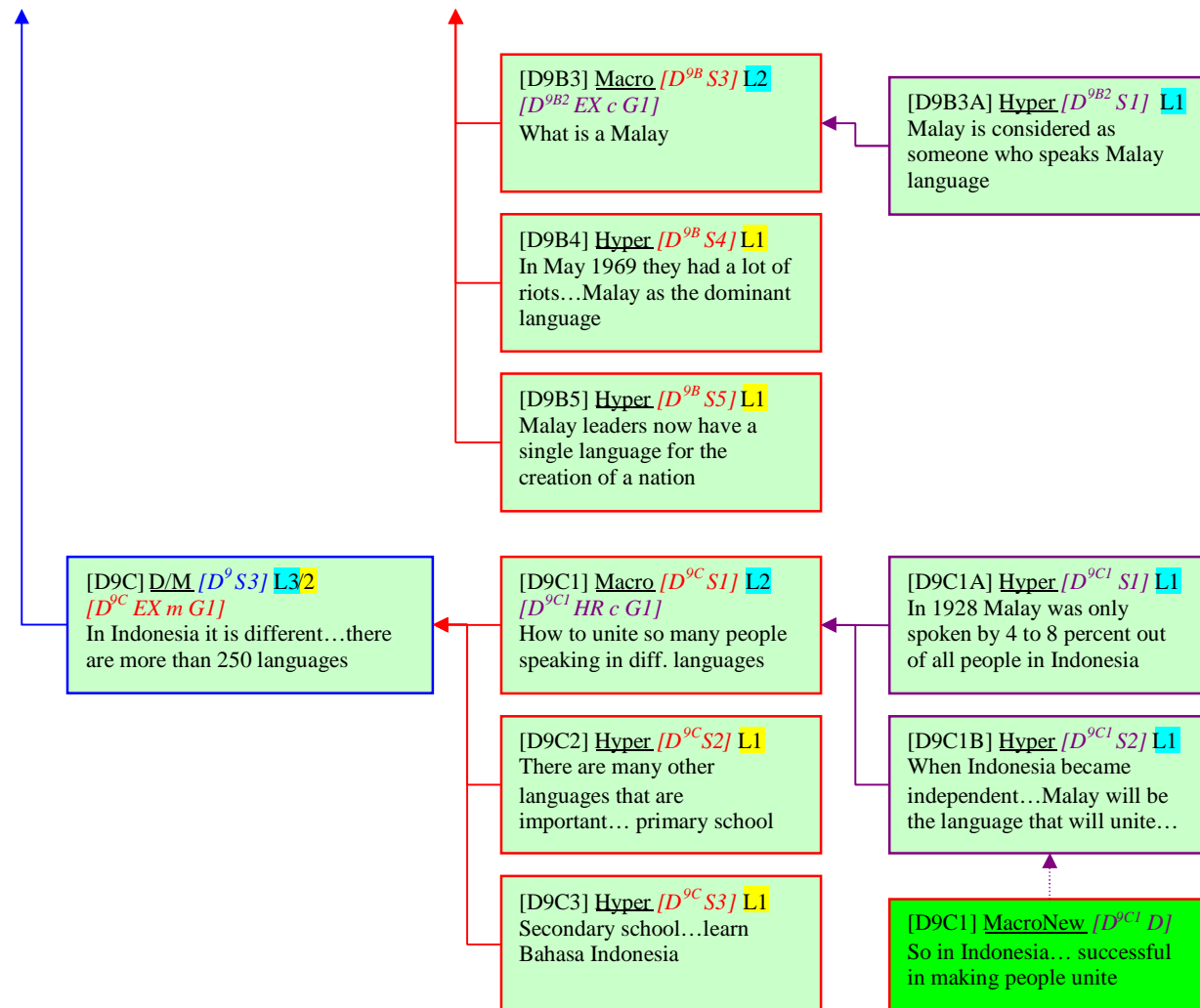


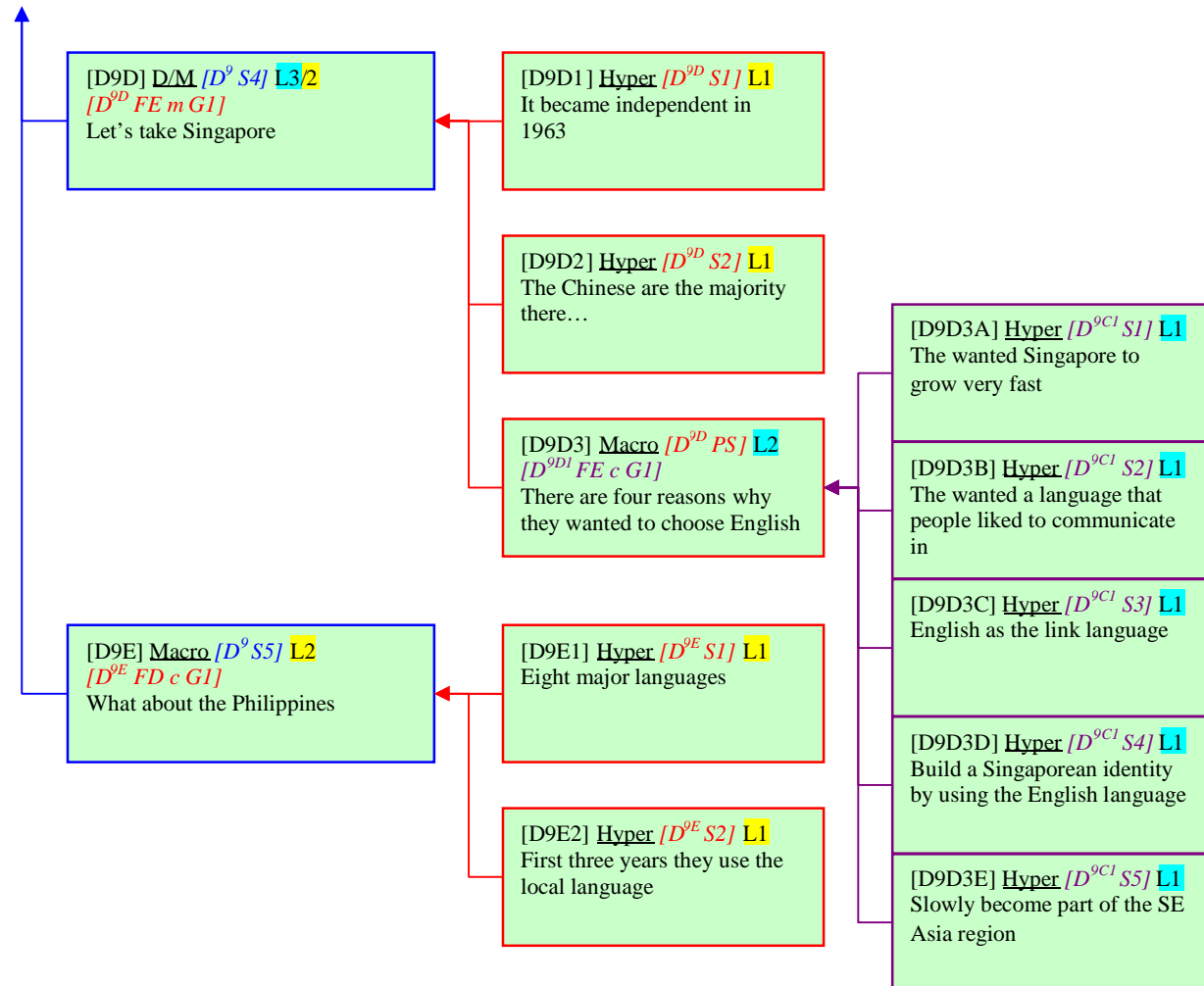


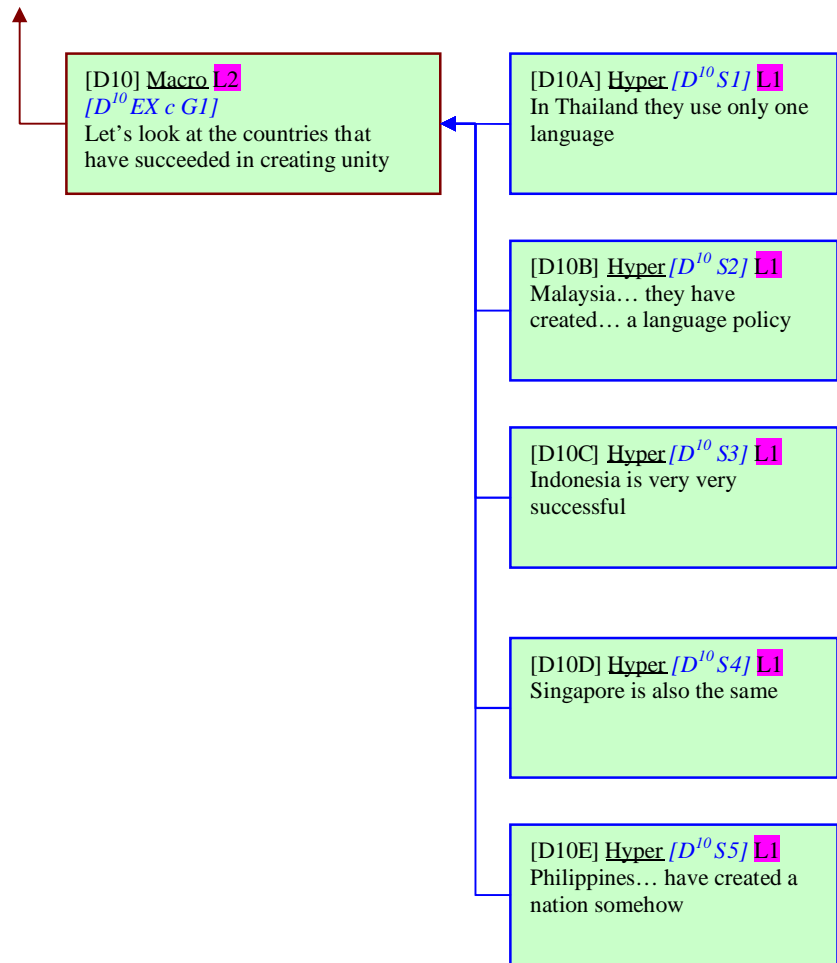






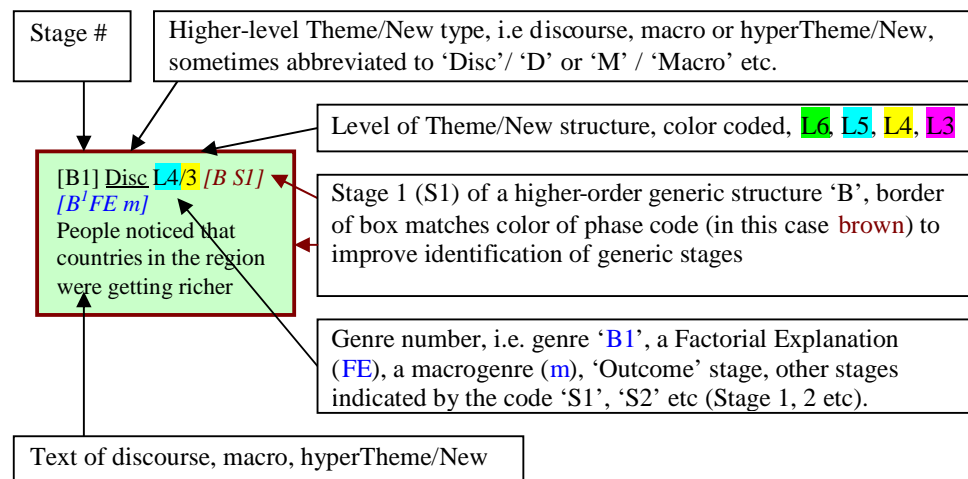






APPENDIX 16e: Diagrammatic Overview of Topic Phase E in Lecture 4

Key to Diagram



[Preview E] Discourse
So what is the conclusion
from all of these things
you don't have to have
one single language to
create a country

[E1A] Hyper *[E' S1]* **L1**
You don't have to have
Nihongo to create Japan

[E1B] Hyper *[E' S2]* **L1**
If you look at SE Asia it is
different

[E1] MacroNew
You can still have many
languages and by a very
careful policy you can
create a nation okay

APPENDIX 17: Summary of Digressions and Interludes in Lectures 1-4

Key

[L1 TPA MT1 = Lecture 1 Topic Phase A Momentary Topical 1]

1. Momentary Topical Digressions (MT)

[L1 TPA MT1]

[hyperTheme A1D] [A¹ Argument / Stage 4]

also *um* this was the time when the Vietnam war of course was just starting | so again the US had a heavy involvement in Asia and began to get interested in Asia || it's quite interesting | whenever Americans go and fight somebody | then academics come along and start studying them as well | I think in the next few years the Americans will be very interested in Middle Eastern studies [la] || but in the 1970s they were interested in Asia because there was a war going on there ||

[L1 TPA MT2]

[hyperTheme A2E6] [A^{2E} Description/ Stage 6]

and you've got information technology and the internet linking together the whole world including both sides of the Pacific | *um* the cell phones the computers you know have taken off in Asia in a wonderful way | they've become leading consumers of mobile phones anywhere in the world [la] | *um* I could ask how many students here have mobile phones | probably about 80% I would think | *ah* I hope they are switched off in this lecture ||

[L1 TPB MT3]

[hyperTheme B2B2B] [B^{2B1} Argument / Stage 2]

this is the problem the Americans have now | you notice the dollar is going down with the minute | why well the Americans are spending a huge amount of money in Iraq | people are noticing this ||

[L1 TPB MT4]

[hyperTheme B3D2A] [B^{3D1} Exposition / Stage 1]

we all know Singapore was run by years for years by a really strong leader called Lee Kuan Yew | he is still there | he is still called the senior minister | he is still in the background | and Singapore is a very small place | so everyone knows someone who knows Lee Kuan Yew [la] | you know Singapore is the size of sort of *um* I don't know Osaka a third of the size of Tokyo | so its actually very small and very compact very easy to run | Lee Kuan Yew's aim was to actually turn Singapore from a port economy | Singapore used to be really very poor | actually it was just a port | it was a convenient stopping point between Europe and Australia | if you were going by ship or by air | and he decided to turn this into a modern industrial economy | he stressed English education | he realized if people could speak good English | then they could actually get contracts from America and Europe much more easily | *um* most of the investors though are foreign in Singapore | and investment hasn't been supported by the government | so its not like Japan and Korea where the government has taken the lead in investments | but it has been a strong leadership | and *um* certainly Lee Kuan Yew has some very interesting ideas about how the country should develop ||

[L1 TPB MT5]

[hyperTheme B6B2] [B^{6A} Argument/ Stage 2]

there is still the problem of Taiwan | economically they're very closely linked | but the two Chinas could easily go to war if mainland China decides to re-conquer Taiwan and take control of it again | that's a big issue | X in this university is one of the world's experts on the Taiwan problem | he writes books and articles about it ||

[L2 TPA MT6]

[macroTheme A8A1] [A^{8A} Argument / Stage 1] [A^{8A1} Factual Description core/ Identification]

UM THE IDEA HERE WAS TO CREATE A PARK WHICH WOULD REFLECT THE DIVERSITY OF THE PROVINCES [41:00] OF UM INDONESIA | AND IT WAS LAID OUT WITH A SERIES OF PAVILIONS EACH ONE ACTUALLY UM

EXHIBITED THE WORK THE MUSIC THE CULTURE THE FOOD OF *ah* A DIFFERENT PROVINCE IN INDONESIA | *um*
I'VE SEEN PICTURES OF THIS | I HAVEN'T ACTUALLY BEEN THERE | ONE OF MY COLLEAGUES SY HAS BEEN
THERE QUITE A LOT ||

[L2 TPB MT7]

[hyperTheme B1C] [B¹ Event / Stage 3]

but *um* by the late 1930s they were producing a *um* great series of cartoons beginning with Snow
White which went right on to the 1940s and 1950s | still very classic still widely viewed | interestingly I
found that you can get good collections of them down in Beppu | if you go to Hirose | you can actually buy
Disney classic Disney cartoons at 500 yen a time | I should stock up | they're much cheaper than they are in
Europe | and they do have the original English soundtrack as well which is worth noting | so its a good
place to buy Mickey Mouse cartoons [la] | I bought a version of Donald Duck as doing the Three
Musketeers the other day | I haven't seen it yet though it sounds rather interesting [48:00] ||

[L2 TPB MT8]

[hyperTheme B1G2] [B^{1D} Description / Stage 2]

[-] in fact Tokyo Disneyland is actually jointly owned by a railway company and Mitsui Heavy
Industries you know who put in a lot of the engineering and infrastructure | you get 60 million ye-
visitors a year compared with 10 million for Paris | so its much more successful than the European
operation | and its captured the school market | one reason why Beppu is not doing well now as a tourist
resort is because its lost the schools market | school kids used to come on school trips to Beppu | they go to
Disneyland now you know | its become the big destination | the big market Beppu has completely lost is the
high school market | *um* now Disneyland gets the bulk of them ||

[L2 TPB MT9]

[hyperTheme B1H7A] [B^{1E2} Argument / Stage 1]

I'd hope Jamil was going to come this morning | because he used to work for Disney | and he had some
interesting stories about the control that Disney exerts over its workers you know | I'd never get a job with
Disney | because I have beard | and probably my hair needs tidying too | you can't wear any jewelry | they
lay down what perfumes what deodorants you can wear these kinds of things you know of course | you
can't take your Mickey Mouse mask off in public | you get fired immediately | everything's carefully
controlled | the animals you see the wildlife is carefully controlled ||

[L2 TPB MT10]

[hyperTheme B1H11A] [B^{1E3} Factor / Stage 1]

um there's Disney shops you know all over the place where you can buy sort of stuffed Winnie the
Poohs | and *ah* in fact my daughter and her family husband and four kids they all dearly love Winnie the
Pooh | the entire house seems to be full of Winnie the Pooh memorabilia from the bathroom the toothbrush
rack which is a mini the Pooh Winnie the Pooh toothbrush rack | there's a little seat on the loo which is
Winnie the Pooh | there's a bathmat which is Winnie the Pooh | the kids have Winnie the Pooh towels you
see | and and so on you know the whole place is Winnie the Pooh ||

[L2 TPB MT11]

[macroTheme B2C1] [B^{2B} Description / Stage 1] [B^{2B1} Factual Description core/ Identification]

um SO THERE ARE 7 THEME LANDS WORLD BAZAAR ADVENTURE LAND WESTERN LAND CRITTER COUNTRY
FANTASY LAND TOMORROW LAND TOON TOWN | AND CINDERELLA'S CASTLE IS BANG IN THE MIDDLE | *oh* I
GOT A COPY OF CINDERELLA DOWNTOWN FOR 500 YEN THE OTHER DAY AS WELL | IF YOU WANT TO SEE THE
ORIGINAL CINDERELLA | ITS AVAILABLE AT HIROSE FOR 500 YEN ||

[L3 TPA MT11-12]

[hyperTheme A2A] [A² Event / Stage 1]

now some people at the beginning of last century liked football very much | so they decided to get
together | they held the first meeting in Paris | I hope you all know wh- where is Paris | in Nihongo we call
it Pari alright Paris | so in Paris they met in 1904 | and they they felt that they must do something to bring
the world together to play every year some football matches | its something like you want to form a football

club near your world || [TD 1] **I'm using the word football as it was originally used** | now some people in English will use soccer | because somewhere in the development of the United States you find the word football has come to mean American football | where they take and run also | so we [10:47:00] will call that as American football | but the football that we all know we will call it as football | we will not use the word soccer so much in this lecture | soccer is another word used in English for football || [TD 2] so at this meeting who are the people who were there | you must remember no Malaysian *ah ah umm ah ah* probably no no Japan also right no Nigeria no Ecuador no Senegal alright | all these countries are not there in the world at that time | they were all colonies | so Belgium Denmark France Holland Spain Sweden and Switzerland all of them got together | as you see all of them are European countries | and they decided *ah th-* that they will have a meeting regularly ||

[L3 TPA MT13]

[hyperTheme A2B] [A² Event / Stage 2]

so in 1924 they had the first football match | in 1924 was the year of the Olympics right [10:48:00] | as you all know in a few years time Olympics will come to China Beijing | and then we will hear Olympics a lot | and if I am lecturing in this university | then probably one whole semester I will only talk about Olympics alright | so you must tell your friends | when they come here | be careful of that lecturer | Olympics time he is going to give lecture only on Olympics in China [TD 3] | and so you find that these *ah ah* seven countries got together | and in 1924 was the Olympics in Paris | so they organized the first football match not the World Cup football match where everybody played | but then while working with these people FIFA felt that the Olympics is not the right people | because they felt that Olympics had a lot of politics | they wanted football for everyone | everyone who wanted to play football | they wanted to join them together | so they decided this is not the way | they should not join Olympics for organizing football matches [10:49:00] ||

[L3 TPA MT14]

[hyperTheme A2E] [A² Event / Stage 5]

like the last World Cup the 16th World Cup in 1998 was held in France | so even though World Cup was started in Paris that was the first time World Cup came back to Paris | and all the French people were very very happy about this | that the foo- World Cup at last came back to France | and more to that you will find that France was the champion of the last World Cup in 1998 | and the whole of France became mad for three days | the whole night they danced | and danced | and drank a lot of beer and people who sold beer made a lot of profit | and everybody danced in the streets | and France [10:51:00] declared a holiday | and suddenly France felt they have become the best country in the world | I mean the World Cup can make people become so nationalistic so mad and so crazy | and people also fall in love not for playing football for dancing in the street | because they then only they meet the boyfriend girlfriend they and then | they dance better on the street | and they many people get married or so after that | *ah* whenever the World Cup the country wins | so France was very happy in 1998 ||

[L3 TPA MT15]

[hyperTheme A3A] [A³ Argument / Stage 1]

it is not a game where one poor ball | you know the ball is so poor | its being kicked by 22 people | - if you are from outer space | if suppose you are from a different planet | you know a different world | you'll come | and see these human beings so stupid so crazy [10:52:00] | 22 people kicking after one ball | and the poor ball is trying to run away | and yet they go | and catch it | and kick it again and again and again and again | that's a very sad thing | they will say why is this one living thing football getting beaten up so badly by these 22 people | the people from outer space will never understand the crazy behavior of human beings | so you find but for our class I want to say that international soccer is not just a game | it is not played by only 22 people with a ball ||

[L3 TPA MT16]

[hyperTheme A3B] [A³ Argument / Stage 2]

you find that whenever this World Cup comes about | there is a lot of nationalism in the air | you go to Korea | now you feel that Korea has become a great nation | even though its only South Korea | then you come to Japan | and in Japan even you find that in Oita | like next week we want to declare one week

holiday for lectures | [10:53:00] so that students can celebrate the three matches next week played in Oita stadium | anyway some of us will sleep at home | some of us will just walk around APU campus | but that's okay | but we know that we are celebrating World Cup in Oita | so everybody feels very very nationalistic | so let me say nationalism ||

[L3 TPA MT17]

[hyperTheme A3D1] [A^{3A} Argument / Stage 1]

when you have World Cup | you can sell more Hyundai car to say a country like Ecuador or Nigeria | or you can say sell more Toyota car | because the World Cup is in Japan | every World Cup player gets a free Toyota car | whenever you score one goal | you get a Toyota car [10:54:00] | you don't agree | [-] you will be very surprised if if Senegal can become the world champion | I think the Senegalese government will give them each probably ten million US dollars as a gift as a cheque | and they will get like a great treatment | they will be heroes | probably they will put statues everywhere in Senegal for these people who played football for Senegal ||

[L3 TPA MT18]

[hyperTheme A3E2B] [A^{3B1} Argument / Stage 2]

so if you are very smart | ah in 20 years time you can try to get the World Cup to only Oita prefecture | [10:56:00] not to Japan only Oita prefecture organize the World Cup | if you are smart you can start planning | anyway I am just giving idea for business | probably there is no course in APU which teaches how to make money from sports | people are saying go and work for a company | work for Toyota company | sell this sell that | what about organizing games | think about it | if you a- if you want my consultancy you can come | and see me | I will see how many how much percentage | I must charge you | if you are going to be | I know whether you are going to be successful or not | if you are going to be successful | I better work out my percentage | then I also can leave APU | and join your football club okay ||

[L3 TPB MT19]

[hyperTheme B2B1A] [B^{2B1} Event / Stage 1]

and Chung Mong Jung he is the sixth son of the founder of the Hyundai group | now the Hyundai group is not a small chicken burger group | if you are in Korea | Hyundai is a big industry | now he is the sixth son of the founder of the Hyundai group | he is not an ordinary person *uh* | so I hope one day he will come to APU | and tell what I want to tell APU students okay | so he is the [11:13:00] sixth son || [TD 1]

[L3 TPB MT20]

[hyperTheme B2B1B] [B^{2B1} Event / Stage 2]

and you find that he was born in 1952 | and he studied economics at Seoul University | so when he studied at Seoul University | some professor must have told him you better take up football club right | just like I am telling you today take up a football club | don't sit here | and waste your time for an A+ | think about a football club ||

[L4 TPA MT21]

[hyperTheme A4A] [A³ Argument / Stage 1]

many a time when we learn Asia pacific management | we forget that language is very important | [-] without language you cannot make profit | can anybody has anyone made profit by not speaking a word | [-] very few people unless you are the most powerful emperor | then you show one finger | one head gone | you show ten fingers ten heads gone | but even that is a language | you know the minute the one finger comes up | your head is going next alright ||

[L4 TPA MT22]

[hyperTheme A4B] [A³ Argument / Stage 2]

but anyway so you find language is both a part of our culture | without language we cannot learn | even the computer operates on a language | if you all know | if you don't know this language | you cannot access a computer | same thing between human beings most of the time | we don't understand each other | because we don't understand the language we are speaking | yes I am speaking in English to you | [10:44:00] like many a time I say please keep quiet | but the person listening doesn't understand | even though the person

knows please keep quiet | so I have to go nearby | and say please keep quiet | then the language becomes clearer ||

[L4 TPB MT23]

[hyperTheme B1A] [B¹ Description / Stage 1]

I don't think any of us here know more than probably four languages | I know only properly about four languages | probably some of our students from Africa might know ten languages | because they use ten languages everyday in their life | but probably if you are from the heartland of Japan | probably you know only Nihongo and then some English | because you are forced in APU [10:46:00] to study level three English | and come to this class | after this class you don't want to speak anymore English | its alright no problem | so but then all over Asia 1500 languages ||

[L4 TPB MT24]

[hyperTheme B1C] [B¹ Description / Stage 3]

language diversity in Asia Pacific is very very important for people who want to make money | so if you want to make money | you better know the language of the place | before you set up a business | if you don't know | then you have to hire an expert | probably APU you will find many students who know the languages ||

[L4 TPB MT25]

[hyperTheme B2E3] [B^{2E} Description / Stage 3]

[--] **my dog understands only English** | he is now only learning Nihongo | I've taught him I've taught him *korewa* | come here | so when he gets lost people say *korewa* | and he knows come here something like that right | so like that but otherwise [10:50:00] he understands Malay some Chinese some English and a lot of Tamil | that's all my dog understands | my dog is learning Nihongo now you know | I hope you know what is a dog right [la] | if anybody doesn't know what is a dog ask *ah* an English language class | and they will show you a dog | there are many types of dogs as you know right | many types of dogs not many races of dogs many types of dogs ||

[L4 TPC MT26]

[hyperTheme C12A] [C¹² Argument / Stage 1]

in Japan its alright probably only the Ainu people find it very difficult to learn Nihongo | but the rest of the Japanese people its okay | they have to learn | many Japanese school children they learn very very *ah* a lot of kanji | and they forget it later of course | as you know many of you have forgotten all the kanji you learnt | you only remember the kanji that you need for going from one place to another place ||

[L4 TPD MT27]

[hyperTheme D6D2] [D^{6C} Description / Stage 2]

so that is why we have for economic exchange | we all accept the Yen in Japan | imagine if we all carried different different money | and say this is what I pay today | you go the cafeteria and say I don't care [11:14:00] | you give me rice | I pay you in my country currency | now the the cafeteria person will become mad | they don't know what to do | half the student body in Japan or APU wanting to use some other currency not Yen | it's a problem ||

[L4 TPD MT28]

[hyperTheme D8C1] [D^{8B} Argument / Stage 1]

like lets take APU | we have English and Nihongo as equal languages being used in the campus ||

2. Extended Topical Digressions (ET)

[L2 TPB ET1]

[hyperTheme B2F4] [B^{2D} Argument / Stage 4]

um you get school excursions | kids go to Disneyland now as school excursion | they don't come to Beppu [1:12:00] sad | and Disney actually taking over from historical sites and monuments as the educational must see for Japanese kids [la] ||

[discourseTheme B2F4A] [B^{2D2} Anecdote *macro* / Orientation]

TALKING ABOUT MONUMENTS I I I WISH I HAD A PICTURE OF IT | I MIGHT BE ABLE TO FIND A PHOTOGRAPH SOMEWHERE |

[macroTheme B2F4A1] [B^{2D2} Event] [B^{2D2A} Descriptive Report *core* / Classification]

UM A A A COUPLE OF YEARS AGO MY WIFE HAD EYE TROUBLE | AND WE USED TO DRIVE OUT TO OITA TO THE HOSPITAL FAIRLY REGULARLY ABOUT ONCE A WEEK | AND THERE WAS A A STONE MASONS PRODUCING FUNERAL MONUMENTS | AND S - YOU KNOW ALONG THE ROAD | AND PRODUCING FUNERAL MONUMENTS YOU KNOW TOMBSTONES BASICALLY FOR JAPANESE TOMBS | AND NOW THESE ARE OCCASIONALLY STATUES ||

[hyperTheme B2F4A1A] [B^{2D2A} Description/ Stage 1]

you have Buddha statues |

[hyperTheme B2F4A2B] [B^{2D2A} Description/ Stage 2]

you have heavenly beings you know |

[hyperTheme B2F4A3C] [B^{2D2A} Description/ Stage 3]

you have celestial birds and this kind of thing |

[hyperTheme B2F4A4D] [B^{2D2A} Description/ Stage 4]

but the guy decided to have some fun | he produced two statues of Mini Mouse and Mickey Mouse in black granite | and he produced two identical statues in red granite as well | so sitting by the side of the road [1:13:00] were the black Mini Mouses and Mickey Mouses | and the red pair as well |

[macroTheme B2F4A2] [B^{2D2} Reaction] [B^{2D2B} Personal Recount *core* / Background]

and I often drove pa- past this | and said to my wife I've got to bring a camera | we've got to photograph this /

[hyperTheme B2F4A2A] [B^{2D2B} Event / Stage 1]

and at last we took a camera one day | especially to photograph Mickey Mouse | the guy had sold the red Mickey Mouse tombstones the day before | so I think we only have copies o- of the black ones | who bought I don't know | who would buy a red Mickey Mouse stone | a granite tombstone its difficult to imagine | but someone obviously liked them | put them in their garden you know presumably | and they were certainly very pretty | but *um* anyway [responds to comments from the audience - inaudible] [la] okay | so this is a national treasure | [#] right are they using them as tombstones though ||

[hyperTheme B2F4A2B] [B^{2D2B} Event / Stage 2]

I asked | I actually asked the sculptor why he made it | and he said for fun [1:14:00] | I'm so bored doing tombstones that it was something different [la] | I often wonder actually whether he was actually sued by Disney | there's one thing about Disney | they are very strong at suing people who use Mickey Mouse characters actually without *um* without proper authorization okay ||

[L3 TPA ET2]

[macroTheme A5] [A⁵ Exposition *core* / Thesis]

NOW HAVING ASKED AL- ALL THESE THINGS | I WANT TO TELL YOU WE ARE IN THE ASIA PACIFIC [-] WE ALL THE TIME THINK PROBABLY THIS FOOTBALL IS EUROPEAN INVENTION | DIDN'T PEOPLE IN THE ASIA PACIFIC THINK ABOUT FOOTBALL | SOMETIMES WE WILL ASK SOMETIMES | I HAVE ASKED | SO I DID A LITTLE BIT OF SEARCHING AROUND | AND THIS IS WHAT I FOUND || [ETD 1]

[hyperTheme A5A] [A⁵ Argument / Stage 1]

in 2nd and 3rd century BC China | I mean these are documents *uh* which show that people in China not everybody *yah* | according to the document these must be people in the royal family *yah* | they play a game called *suchi* | and this is a game where it is a leather ball | its made of leather | and its controlled by the feet | and they try to kick it between two poles | these are already existing in the 2nd and 3rd century BC ||

[hyperTheme A5B] [A⁵ Argument / Stage 2]

then even in Japan 1400 years ago we see documents where the game is called *kemari* [11:02:00] | and this *kemari* people used to use their feet only to prevent the ball from hitting the ground as they pass it to each other | so if people stand in a circle | you hit the ball | the ball should be fall should not fall to the ground ||

[hyperTheme A5C] [A⁵ Argument / Stage 3]

and in my own lifetime I played a game like this | in Malaysia Indonesia and Thailand there is a game called | this is a Malay word | probably in Thai it is different | probably in Javanese its different | in southern Philippines its different | *sepak thakkro* | this is a ball made from bamboo *ah* very thin bamboo | and you find that we have like a net ball *ah ah ah ah ah ah* thing | and then we have to kick it with feet | we cannot use our fingers | you can use your head | you can use your shoulders any part of the body except your hands | and you cannot allow the ball to touch the ground ||

[macroNew A5] [A⁵ Reiteration of Thesis]

SO YOU FIND SUCH THINGS USING THE FEET IS QUITE COMMON IN ASIA PACIFIC | [11:03:00] IF ANYBODY DOESN'T KNOW HOW TO PLAY A GAME WITH FEET WATCH THAI KICK BOXING | YOU KNOW THAI KICK BOXING | THAI KICK BOXING THEY USE THE FEET TO SLAP THE OTHER PERSON | AND THEY CAN EVEN KILL THE OTHER PERSON IN THAI KICK BOXING | IF ANY OF YOU DON'T KNOW WHAT IS THAI KICK BOXING | PLEASE WATCH IT OVER THE ANYWHERE IN THE INTERNET | ANYWAY MANY OF THESE GAMES THAT I MENTIONED PROBABLY YOU CAN FIND IT IN THE INTERNET ALSO ||

[L3 TPA ET3]

[macroTheme A6] [A⁶ Descriptive Report *core/* Classification]

NOW LETS LET ME GET BACK | AFTER TELLING ABOUT THE ASIA PACIFIC | AND YOU FIND THAT HOW IS THE ASIA PACIFIC DOING IN FOOTBALL | NOW FIFA HAS AL- RECOGNIZED 203 NATIONAL TEAMS IN THE WHOLE WORLD | SO IF YOU WANT TO KNOW WHETHER YOUR COUNTRY IS RECOGNIZED BY FIFA AS HAVING A FOOTBALL TEAM | PLEASE GO TO FIFA DOT WORLD CUP I THINK | *ah* THEY SHOW IT IN ALL THE *ah* ALL THE *ah* STADIUMS *uh* FIFA DOT WORLD CUP | I THINK THAT'S THE INTERNET SITE YOU CAN GO | AND SEE [11:04:00] WHICH IS THE RANKING OF YOUR COUNTRY | NOW I JUST TOOK SOME COUNTRIES FOR ASIA PACIFIC | NOW FROM 1993 FIFA HAS BEEN RANKING COUNTRIES | WHAT IS THEIR POSITION IN THE WORLD CUP | I MEAN IF TWO TEAMS FIGHT TOGETHER | WHAT IS THE RANKING OF THE COUNTRY | SOME COUNTRIES SINCE 1993 HAVE MOVED UP | BECOME BETTER TEAMS | SOME COUNTRIES HAVE FORGOTTEN ABOUT FOOTBALL ||

[hyperTheme A6A] [A⁶ Description / Stage 1]

so if you take Japan in 1993 | it was in the 43rd position | it has become now the 32nd position in the World Cup list ||

[hyperTheme A6B] [A⁶ Description / Stage 2]

and if you take South Korea from 36 it went down to 40 ||

[hyperTheme A6C] [A⁶ Description / Stage 3]

China from 45 to 50 now you must remember in 1986 Hong Kong beat China in regional games | and all over China they literally had riots saying that how can China such a big country lose to a tiny Hong Kong | and so after that China has even set up a school [11:05:00] for young people | they just play football everyday to produce the national team | and that's why you find China is rising very fast in World Cup tournaments ||

[hyperTheme A6D] [A⁶ Description / Stage 4]
and similarly in Thailand from 66 Thailand has improved its position ||

[hyperTheme A5E] [A⁶ Description / Stage 5]
and Indonesia has improved its position from 98 to 92 ||

[hyperTheme A6F] [A⁶ Description / Stage 6]
Malaysia from 75 fallen to 112 | it is a nation that has lost football ||

[hyperTheme A6G] [A⁶ Description / Stage 7]
and similarly 61 North Korea has gone down to 126 ||

[hyperTheme A6H] [A⁷ Description / Stage 8]
and Hong Kong from 103 it has gone to 142 ||

[macroTheme A1] [A Argument / Stage ?] [A¹ Exposition *core* / Thesis]
IN FACT YOU CANNOT BE A HUMAN BEING | IF YOU DON'T HAVE A LANGUAGE ||

[hyperTheme A1A] [A¹ Argument / Stage 1]
[-] **that doesn't mean people who cannot speak** [10:41:00] **don't use a language** | as you know they use hand language alright | even hand language is a language | and so you find for human beings without language it is very very difficult to be human ||

[hyperTheme A1B] [A¹ Argument / Stage 2]
but of course if you watch *ah* television programs | you find that even elephants have language | if you if you find a pack of elephants | you find that the oldest female is a really an encyclopedia | in fact all the other elephants follow the oldest female | they know where food is available where trees are located and everything | so almost every living thing has some form of communication with each other ||

[L4 TPA ET4]

[macroTheme A1] [A Argument / Stage ?] [A¹ Exposition *core* / Thesis]
IN FACT YOU CANNOT BE A HUMAN BEING | IF YOU DON'T HAVE A LANGUAGE ||

[hyperTheme A1A] [A¹ Argument / Stage 1]
[-] **that doesn't mean people who cannot speak** [10:41:00] **don't use a language** | as you know they use hand language alright | even hand language is a language | and so you find for human beings without language it is very very difficult to be human ||

[hyperTheme A1B] [A¹ Argument / Stage 2]
but of course if you watch *ah* television programs | you find that even elephants have language | if you if you find a pack of elephants | you find that the oldest female is a really an encyclopedia | in fact all the other elephants follow the oldest female | they know where food is available where trees are located and everything | so almost every living thing has some form of communication with each other ||

[L4 TPA ET5]

[macroTheme A2] [A Argument / Stage ?] [A² Exposition *core* / Thesis]

BUT HUMAN BEINGS ARE VERY VERY UNIQUE | LIKE FOR INSTANCE WE DON'T KNOW WHO INVENTED THE ENGLISH LANGUAGE || [ETD 2]

[hyperTheme A2A] [A² Argument / Stage 1]

we generally think the English people invented the English language | but of course if you ask the English people | they will say the Normans invented it | and the Scots will not like the English | so the Scottish may say somebody else invented the language ||

[hyperTheme A2B] [A³ Argument / Stage 2]

but today we are using English language [10:42:00] to learn | and many of the things that we are learning today in the lecture | its not something I I made it | or you made it | somebody else made it ||

3. Momentary Organizational Interludes (MO)

[L1 TPB MO1]

[discourseTheme B4] [B⁴ Descriptive Report macro / Classification]

[-] FINALLY WELL WHAT ABOUT CHINA | I'll give you a break after this I promise [la] okay I'll just talk quickly about China ||

[L1 TPC MO2]

[Topic Phase C: Preview] [C Descriptive Report top-level macro / Classification]

SO I'LL MOVE ON TO THE THIRD TOPIC I WANT TO COVER WHICH IS ETHNICITY AND THE NATION STATE [-] | SO PLEASE WAKE UP AGAIN | SORRY I DIDN'T HAVE TIME TO GIVE YOU A CUP OF COFFEE | BUT YOU KNOW UM UH I'LL I'LL CARRY ON AND TRY AND FINISH AS QUICKLY AS I CAN [-] ||

[L2 TPA MO3]

[Topic Phase A: Preview] [A Factorial Explanation macro / Outcome]

[#] um [#] BASICALLY I'LL BE TRACING BACK THE ORIGINS OF THEME PARKS [2:00] TO A NUMBER OF DIFFERENT THINGS EXPOSITIONS IN THE 19TH CENTURY MUSEUMS OF COURSE FUNFAIRS THE SEASIDE TOURISM AND UM OTHER INFLUENCES AND SO ON | [--] this has finally appeared | [PC sound] oops it didn't like that | (inaudible) something disappeared (inaudible) | [#] okay ah [#] come here | [#] right here we go ||

[L2 TPB MO4]

[discourseTheme B2] [B Argument / Stage 2] [B² Descriptive Report macro / Classification]

[-] THERE'S A DETAILED STUDY OF TOKYO DISNEYLAND | ITS BY A GUY CALLED AVIAD RAHZ | HE'S AH AH AH AN ISRAELI ANTHROPOLOGIST | I'VE PUT SOME CHAPTERS OF THIS ACTUALLY IN THE FOLDER | UM OR I'VE GOT THEM READY TO PUT IN THE FOLDER | HE LOOKS AT THREE AREAS OF DISNEY OPERATION | UM BASICALLY DISNEY ON STAGE DISNEY BACK STAGE AND THE INFLUENCE OF DISNEY ON POPULAR CULTURE | SO I'LL JUST MENTION THESE | I WON'T GIVE YOU A BREAK TODAY | BECAUSE I'M MINDFUL OF MR. BLACKWELL'S UM CAMERA SITTING IN THE CORNER [LA] OKAY | SO UM WE'LL GO THROUGH | AND PERHAPS FINISH EARLY | AND LEAVE TIME FOR QUESTIONS ON THE STAGE BACK STAGE | AND THE INFLUENCE ON POPULAR CULTURE || [OD 1]

[L3 TPA MO5]

[Topic Phase A: Preview] [A Exposition macro / Thesis]

LET ME START WITH THE INTRODUCTION THEN | THERE ARE SOME THINGS I HAVEN'T PUT IN YOUR LECTURE OUTLINE | SO YOU HAVE TO LISTEN CAREFULLY OKAY | NOW FOOTBALL IS ONE OF THE MOST INTERESTING GAMES IN THE WORLD || [OD 1]

[L3 TPC MO6]

[macroTheme C5A] [C⁵ Factor / Stage 1] [C^{5A} Descriptive Report core / Classification]

NOW THE MASCOT [11:25:00] I HAVEN' T BROUGHT THE PICTURE HERE | BUT YOU CAN SEE IT IN THE INTERNET
|| IT' S A THREE CARTOON FIGURES ACTUALLY ||

4. Meditational Interludes (ME)

[L3 TPA ME1]

[hyperTheme A4B] [A⁴ Argument / Stage 2]

and then you find this is the first World Cup for this century | many of us forget that we are in the 21st century right | we forget only when we die | probably we will [10:59:00] remember that we died in the 21st century | anyway all of us here are born in the 20th century | anybody born in the 21st century | you must be 2 years old | and you must be such a clever person to come to my lecture today | you must be very very great | I can trust you | so you find we all are in the 21st century | and this is the first World Cup ||

[L4 TPA ME2]

[Meditation A1]

you go to a Japanese cemetery | [-] like one thousand years ago somebody died | how are they communicating to you | of course some of us are very good | we can communicate with spirits right | we have all the ghosts and spirits sitting in this lecture theatre | some of us can see | but some of us I cannot see ||

[L4 TPC ME3]

[hyperTheme ?] [C³ Argument / Stage 2]

you know Michael Jackson | anybody doesn't know Michael Jackson | Michael Jackson was my brother | [la] he went to America to sing songs | I came to Japan to teach sociology | anyways this is just a joke | just to make you ask yourself who is Michael Jackson | if not you must spe- spi- see Spiderman | you know Spiderman | its the most popular film this week in America | and *ah* you must all of you must watch Scorpion King now | the second last week Scorpion King was the first | this week it has become second || [

5. Prophetic Interludes (PR)

[L4 TPA PR2]

[Prophecy A2]

like many of us if you want to know our- ourselves | suppose you want to tell somebody one thousand years later that you were in APU | what is the best way you can do is to write a book | [-] write a book | and make sure saying that anybody who reads this book will get one million yen | and then you find that everybody will read the book | and then you can even have an examination in APU | anybody who can read the book | and answer questions will get one million yen scholarship | then you will find that every APU student will read your book | so think about it | probably when you make a lot of money | you can make people read your life history | [10:45:00] how you suffered in this class or APU | or whatever you did ||

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